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ABSTRACT

An overview of Minnesota's Arrowhead Community College Region's (ACCR's) comprehensive student outcomes program is provided in this annual research report, reviewing activities and data for the 1990-91 academic year. First, introductory material discusses the national movement to measure institutional effectiveness, ACCR's efforts to assess both institutional and learner outcomes, the research reports prepared as part of this effort, and the scope and purpose of this annual report. Next, part 1 analyzes student success and retention data for the seven Arrowhead colleges, focusing on student enrollment trends since 1986, student tracking procedures for fall 1989 and fall 1990 cohorts, retention figures, grade point averages, credits attempted and completed, college transfers, graduates and degrees, and developmental education. Among the findings included in this section are that while only 35.1% of all students enrolling in 1989 had completed two academic years of college, 50.5% of full-time students were retained. Student assessment is addressed in part 2 which provides a summary of data gathered from the Computerized Testing and Placement Program (CAPP), covering general information on student characteristics, as well as students' educational background, college plans, and recommended placement. An appendix, which constitutes the bulk of the report, consists of detailed tables which provide data aggregated by ACCR member colleges (i.e., Duluth, Fond du Lac, Hibbing, Itasca, Mesabi, Rainy River, Vermilion), as well as for the community college region as a whole). (JSP)

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ARROWHEAD
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THE ANNUAL RESEARCH REPORT

1990 • 1991

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Prepared by the
Arrowhead Community College Region
Office of Institutional Research
Stephen C. Von Wald, Director

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The Annual Research Report

1990 - 1991

Prepared by the
Arrowhead Community College Region
Office of Institutional Research

TABLE OF CONTENTS

INTRODUCTION

Institutional Effectiveness 1

Research in 1990-91 1

The Research Report 2

PART 1 Student Success & Retention

Student Enrollment 5

Student Retention & Success 5

College Transfer 9

Graduates & Degrees 9

Developmental Education 10

PART 2 Student Assessment and Placement

General Information 13

Educational Background 14

College Plans 17

Recommended Placement 19

TABLE OF CONTENTS

APPENDIX

Table 1.1 . . . . . A3

Table 1.2 . . . . . A4

Table 1.3 . . . . . A5

Table 1.4 . . . . . A7

Table 2.0 . . . . . A10

Table 2.1 . . . . . A12

Table 2.2 . . . . . A12

Table 2.3 . . . . . A13

Table 2.4 . . . . . A14

Table 2.5 . . . . . A14

Table 2.6 . . . . . A15

Table 2.7 . . . . . A16

Table 2.8 . . . . . A17

Table 2.9 . . . . . A18

Table 2.10 . . . . . A19

Table 2.11 . . . . . A20

Table 2.12 . . . . . A20

Table 2.13 . . . . . A21

Table 2.14 . . . . . A22

Table 2.15 . . . . . A24

TABLE OF CONTENTS

Table 2.16 . . . . . A25

Table 2.17 . . . . . A25

Table 2.18 . . . . . A26

Table 2.19 . . . . . A26

Table 2.20 . . . . . A27

Table 2.21 . . . . . A27

Table 2.22 . . . . . A28

Table 2.23 . . . . . A31

Table 2.24 . . . . . A34

Table 2.25 . . . . . A35

Table 2.26 . . . . . A36

Table 2.27 . . . . . A36

Table 2.28 . . . . . A37

Table 2.29 . . . . . A38

CAPP Test Form A40

INTRODUCTION

INSTITUTIONAL EFFECTIVENESS

Two of the most pressing issues concerning our community colleges are *increased retention* and *student academic success*. These student-oriented issues are at the core of the research effort within the Arrowhead Community College Region. They are most effectively studied through research based in student outcomes and institutional effectiveness assessment. Research activities include a review of existing research models, identification and collection of pertinent data, secure access to data, and identification and definition measures of student success.

Throughout the nation over the last decade, there has been a movement in higher education toward student outcomes and institutional effectiveness assessment. There are many factors which have contributed to the growth in college assessment programs. State legislative or executive mandate, accreditation standards, faculty initiative, mandate of college authority, and intra-institution policy are some of these factors. Whatever the reason, the assessment movement is gaining momentum at an impressive rate.

According to one recent study[1], 82% of all the colleges in the nation are currently engaging in some assessment activities. However, this same study found that only 30% of the colleges in the United States have a comprehensive student assessment program in place; 33% of 1,311 two-year colleges have implemented such programs. Another study[2] found that a smaller number of colleges nation-wide (25.3%) responded that they had a "comprehensive program of institutional effectiveness in which assessment of student outcomes plays an important role." Both studies indicate that the number of colleges involved in assessment could double in the very near future.

In 1990, the Arrowhead Community College Region embarked upon a vigorous and comprehensive student outcomes program. The approach that was taken was to establish two parts to the project. One part, Institutional Data Outcomes, would pursue the task of collecting and analyzing data for the purpose of student outcomes assessment. The other part of the project dealt with Learner Outcomes and attempted to determine what students are learning and what they should be learning. The result of this effort are nine Learner Outcomes goals.

In addition, a newsletter was published bi-monthly. The newsletter contained information about the efforts of those involved in Learner Outcomes and Institutional Research. This was an attempt to keep everyone informed about the work and progress of the Outcomes project.

RESEARCH IN 1990-91

During the past year, several instruments were developed by the Data Outcomes committee for use region-wide. They offer the colleges and centers in the region the opportunity to pursue a common set of objectives and research activities. They also provide a process for the collections of common data which can be compiled and analyzed in an aggregate form.

Common CAPP Questions Adopted a set of eight questions which will be included in the CAPP assessment examination. The questions address specific issues of interest to each of the colleges and centers. They were implemented for the Spring quarter testing period.

IMPACTS Document Published by the Director of Institutional Research. It was meant to be a clear statement of the objectives.

strategies, and direction for the research in the Arrowhead region.

Student Survey Adopted last Fall, the survey will give the colleges a better idea of why some students stop out or drop out of college after one or more quarters at the institution. The first survey was conducted on non-returning students from Winter to Spring quarters, 1991.

Graduate Survey Developed as an exit satisfaction survey of college graduates. The survey, implemented in the Winter of 1991, is administered to students who apply for a degree. The survey is designed to help colleges better serve and retain students.

Placement Survey Modified existing survey questionnaires and developed one uniform document for all colleges. The survey is sent each Fall to the graduates of the previous academic year. The next survey will be conducted in the Fall of 1991.

Five-Year Follow-Up Survey Defined in the Spring of 1991. This survey attempts to locate and gather feedback from graduates on their career and educational pursuits. The survey was first administered in July, 1991.

The Director of Institution Research, during Spring quarter, began to develop a research handbook. The handbook provides researchers with information on research procedures, methodology, and standards. It also serves as a guide and reference manual for research practices for the Arrowhead Community College Region. In addition, It features a *cookbook* approach in stepping the researcher through each of the procedures they are required to perform. The handbook was completed and distributed to the colleges in August, 1991.

In the beginning of 1991, Arrowhead colleges were supplied with research computer workstations. Each workstation consisted of an IBM PS/2 processor, a laser jet printer, an emulation adapter for mainframe data download and other hardware. Each workstation also had software installed on it for word processing, spreadsheets, graphics, data base management, and statistical data processing and analysis.

Research staff from each college were trained both on campus and in workshops in the use of the new workstations and software products. Staff training is an important facet of the success of the research effort within the Arrowhead region. Plans are currently in progress for additional training of the research staff in the coming year.

Research within the Arrowhead region will continue through the Arrowhead Community College Research Group. The Group will consist of Arrowhead staff and research staff at each of the colleges in the region. Through their efforts, the research in the Arrowhead Community College Region will continue to evolve and expand.

THE RESEARCH REPORT

This report represents the first effort of the Office of Institutional Research to disseminate information on an annual basis. It reports the activities of the Arrowhead Community College Region during the 1990-1991 academic year. The report reflects the efforts of those who are actively involved in institutional research within the Arrowhead region to communicate its findings in a clear and accurate manner. These findings are based upon data which has been collected during the past year. Whenever

possible, the findings are compared with those of previous years.

The report is directed at a broad audience. Both internal and external constituencies can be served by it. Within the structure of the institution, the audience is assumed to be faculty, adjunct faculty, administration and staff, and students. Externally, the audience may consist of those in the business community, schools of secondary education, other institutions of higher education, as well as local, state and national government.

Hopefully, by reflecting the model of assessment itself, this report will evolve year after year and continue to reflect that which is best and that which should change within our institutions.

The report is divided into two sections. The first section is devoted to the subjects of retention and student success. Twelve categories are addressed in this section. During the past year, each category was the subject of study and review by the Student Outcomes Committee. The committee determined that these were important indicators of student retention and success at Arrowhead colleges.

The second section of the report examines the results of the CAPP (Computerized Assessment and Placement Programs) testing which was conducted during the 1990 - 1991 academic year. The students who were tested for Fall 1990 or Winter or Spring 1991 enrollment are included in this group. The section is divided into five categories.

Prepared by the
Arrowhead Community College Region
Office of Institutional Research
Stephen C. Von Wald, Director

1. Anderson, C. J., El-Khawas, E., Johnson, R., and Prus, J. *ASSESSING ASSESSMENT: An In-depth Status Report on the Higher Education Assessment Movement in 1990.* Washington D.C.: American Council on Education and Winthrop College, May 1991.

2. Nichols, J. O. and Wolff, L. *The Extent of, The Reasons for, and Factors Facilitating/Impeding Implementation of Institutional Effectiveness and Student Outcomes Assessment: Results of a 1991 National Study.* University Planning and Institutional Research, University of Mississippi.

PART 1

STUDENT SUCCESS & RETENTION

STUDENT ENROLLMENT

The colleges and centers in the Arrowhead region experienced a 1.3 percent increase in F.T.E. enrollment between Fall 1989 and 1990 and an increase in headcount enrollment of 1.8 percent[1]. This growth is a part of a trend that has been ongoing for some time. Over the last five years, Arrowhead's full-time enrollment has grown from 3,156 students in the Fall of 1986 to 4,261 in the Fall of 1990. This is a 35 percent F.T.E. enrollment increase over a five year period[2]. This growth, while achieved through the hard work and diligence of the individual colleges and centers, is a clear indicator of the wellness of the institutions and communities they serve.

STUDENT RETENTION & SUCCESS

While the number of students enrolled at Arrowhead Colleges is a clear indicator of the health and vitality of our institutions, the retention of our students and their persistence in attaining their educational goals is also important. In order to get a better perspective on these issues, two groups of students are examined here to assess the retention and persistence of Arrowhead students over the past academic year[3].

The first group consists of students who entered Arrowhead colleges for the first time in the Fall of 1989[4]. The data was collected for all seven Arrowhead campuses and it was categorized by ethnicity and sex and represented the average number of courses, credits attempted and credits earned each term from the Fall of 1989 through the Spring of 1991[5].

The second group entered Arrowhead colleges as first-time students in the Fall of 1990[4] and they were tracked over three quarters. Students in this study were divided into four groups: quarter-time, half-time, three-quarter time, and full-time students. Each group was categorized by ethnicity and sex. The information collected for each group of students by term included course count, credits attempted, credits earned, cumulative credits earned, term GPA and cumulative GPA[6].

It should be kept in mind that the purpose of this examination is to gain a clearer understanding of the persistence, performance and retention of Arrowhead students, not to track enrollment figures.

The first group, students who initially enrolled in the Fall of 1989 (the *Class of 1991*), gives us the opportunity to examine the enrollment profile of first-time entering students over a two year period. Figure 1.1 shows the six-quarter enrollment of the Class of 1991 from the Fall of 1989 through the Spring of 1991. While there was a dramatic decline in the number of students who persisted in attending Arrowhead colleges over the two year period, students

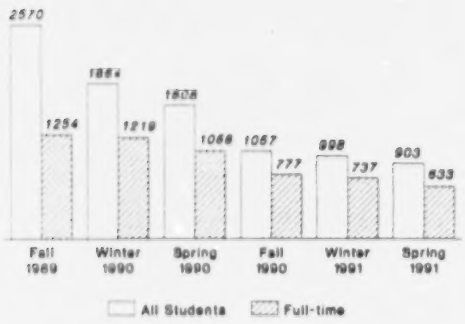
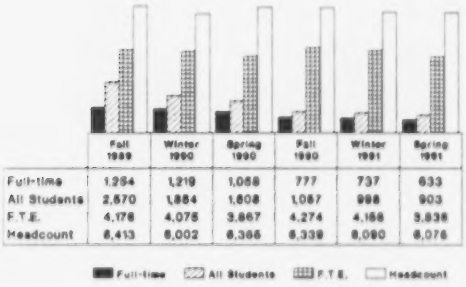


FIGURE 1.1 Retention of Fall 1989 First-time Students. While only 35.1 percent of all students completed two academic years of college, 50.5 percent of the full-time students were retained. The retention of full-time students is even more impressive within each academic year. Fall to Spring retention was 84.4 percent during the 1989-1990 school year and 81.5 percent during 1990-1991. The drop in enrollment of full-time students between the Spring of 1990 and the Fall of 1991 can be attributed, in part, to the graduation of one-year certificate graduates[7] and high school options students who completed their senior year and graduated.

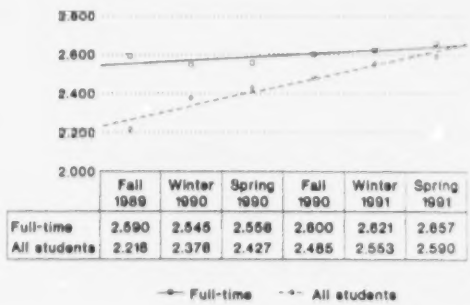


	Fall 1989	Winter 1990	Spring 1990	Fall 1990	Winter 1991	Spring 1991
Full-time	1,254	1,219	1,068	777	737	633
All Students	2,570	1,884	1,808	1,067	998	903
F.T.E.	4,178	4,075	3,867	4,274	4,166	3,838
Headcount	6,413	6,002	6,366	6,339	6,090	6,076

FIGURE 1.2 Fall 1989 First-time Students Within the Student Body. The first-time students accounted for one in every five (19.6%) of the full-time students registered in the Fall of 1989. First-time students also comprised 40.1 percent of the entire headcount of Arrowhead colleges during that same Fall quarter.

in the Class of 1991 who attended college as full-time[8] students exhibited a much more stable enrollment pattern. Figure 1.2 shows the relationship of the Class of 1991 to the headcount and full-time equivalent enrollments at Arrowhead colleges during this period.

While student retention is a factor in the assessment of institutional effectiveness, student academic achievement is also important to consider. At this time, with the data which is presently available from all sources, two factors which serve as indicators of academic success are grade point average[4,9] and the percentage of credits attempted to earned[4,10]. Figure 1.3 illustrates the pattern of change in the G.P.A. over the six quarters from 1989 to 1991. Not surprisingly, as enrollment within the group declines, grade point averages increase as, presumably, the more persistent students pursue their studies.



	Fall 1989	Winter 1990	Spring 1990	Fall 1990	Winter 1991	Spring 1991
Full-time	2.590	2.545	2.558	2.600	2.621	2.657
All students	2.218	2.378	2.427	2.485	2.553	2.590

FIGURE 1.3 G.P.A. of Fall 1989 First-time Students. As the chart shows, there is a steady rise in the cumulative grade point averages of both the full-time students and the entire Class of 1991 over time. The lines indicate the trends of each group and the markers indicate the actual location of the value on the chart.

However, an interesting pattern emerged from the assessment of credits

attempted/earned by both full-time and part-time students in the Class of 1991. As shown in Figure 1.4, there is a small but steady increase in the percentage of credits earned based on credits attempted from quarter to quarter. While the percentages stay encapsulated within the eightieth percentile and the patterns for both full-time and all students were similar, there are two dips in both curves during the Winter quarters of 1990 and 1991. After each *dip* there was not only a return to the Fall quarter percentile but also an increase in it.

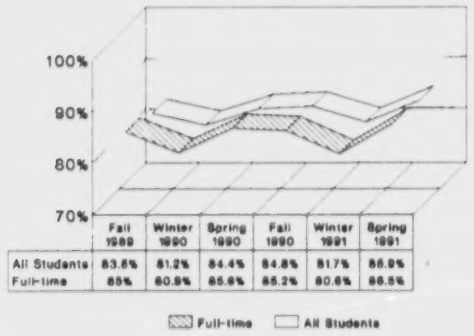


FIGURE 1.4 Percentage of Credits Attempted and Completed for Fall 1989 First-time Students. There is roughly a 2.5 percent improvement overall and a 1.5 percent improvement in full-time students for credits earned over the two year period. This diagram clearly shows the *Winter dip* for both groups during the period.

What may be causing this is not readily apparent from the data at hand. However, since it occurs in both groups of students and in both Winter quarters, it is apparently not anomalous.

The second group of students, first-time enrollees in the Fall of 1990 (known here as the Class of 1992), were sub-divided into four categories: full-time, three-quarter time, half-time and quarter-time students[11]. Again, the purpose of examining this group, like the first group, is to aid Arrowhead colleges in the assessment of retention, academic success and institutional effectiveness.

This cohort exhibited an enrollment pattern similar to that of the first group for their first college year. Again, there was a dramatic decline in enrollment for the entire group over the first three college quarters. Full-time students exhibited a much more stable enrollment pattern. While 53.9 percent of all students in the Class of 1992 were retained from Fall to Spring, 75.9% of the full-time students were retained across their first three college quarters. Figure 1.5 illustrates the enrollment profile of the Class of 1992 over the 1990-1991 academic year.

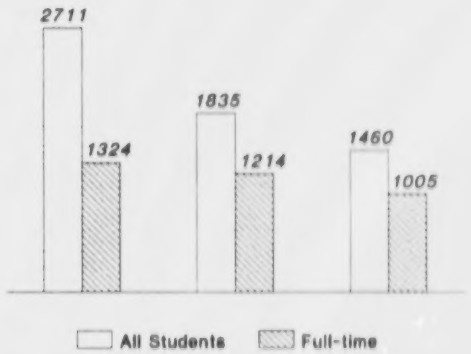
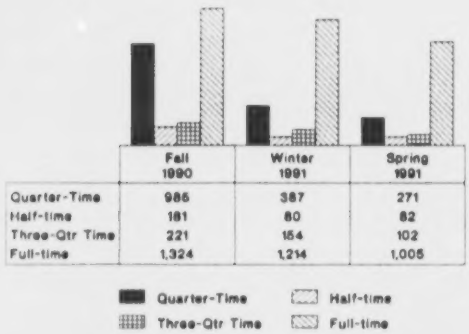


FIGURE 1.5 Retention of Fall 1990 First-time Students. The first-time students in the Class of 1992 experienced lower retention rates then the Class of 1991. The retention of all students from Fall to Spring of their first year of college was 53.9 percent for the Class of 1992 compared with 62.6% for the Class of 1991. For full-time students, retention rates were 75.9% and 84.4%, respectively.

Figure 1.6 shows the breakdown of the Class of 1992 based on registration status.[11]



	Fall 1990	Winter 1991	Spring 1991
Quarter-Time	986	387	271
Half-time	181	80	82
Three-Qtr Time	221	154	102
Full-time	1,324	1,214	1,005

FIGURE 1.6 Fall 1990 First-time Students by Enrollment Status. Note the sharp drop in the number of quarter-time enrolled students between quarters, a retention of 27.5% from Fall to Spring quarters. Half-time and three-quarter time students also experienced an aggregate retention of 45.8% over the same period.

Finally, a look at the performance of the students in this cohort over the year reinforces the contention that the persistence of students from term to term, especially among full-time students, can be a major factor in success in college. Students who are academically challenged tend to meet the challenge and succeed. This is supported by such success indicators as grade point averages, ratios of credits attempted/earned and continued pursuit of their academic careers. Figure 1.7 shows the trend in grade point averages[4,9] of the Class of 1992 during the 1990-1991 academic year. The percentage of credits earned based on credits attempted[4,6,10] for this group is basically two or three percentage points lower than the Class of 1991 and it does not have the gradual

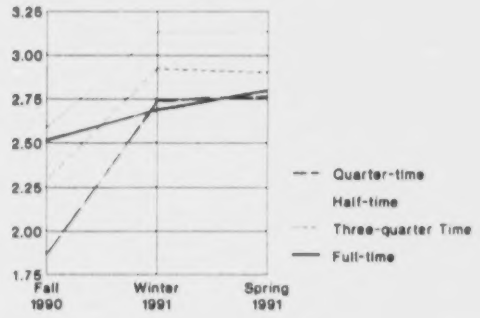


FIGURE 1.7 G.P.A. of Fall 1990 First-time Students. Again, there is an appreciable increase in G.P.A. improvement over the year which matches the growth witnessed in the Class of 1991.

increase which was seen in the previous group. However, the dip in the percentage of credits attempted to credits earned is still present during the Winter quarter for both the entire cohort and for the full-time student category. This is not the case for half-time and quarter-time students. Both groups had approximately a 4.5 percent increase in earned credits from term to term and no dip during Winter quarter.

In summary, there appears to be a natural downsizing within each cohort as they approach and reach a stable level of enrollment. This reduction can be attributed to many factors including the graduation of one-year certificate seekers completing additional course work at the college, financial and work problems, specific educational plans and personal conflicts[12]. As enrollment within each cohort stabilizes over time, the indicators of academic success tend to increase as persistent students accept the challenge of a rigorous college life.

COLLEGE TRANSFER

Based on data collected from the CAPP system for 1990-1991 and information from the Student Survey conducted in the Spring of 1991, few students (10.3%, Student Survey; 6.9%, CAPP) entering college for the first time planned to transfer before graduating. The majority of them planned to get a degree and transfer (20.7%) or not transfer at all (40.5%). Yet, almost 15 percent of the 242 non-returning students who did not return to an Arrowhead college indicated that they had transferred to another institution.

While some students who did transfer, transferred from one Arrowhead college to another, many students transferred to four year institutions and technical colleges. Although most students who want a four-year degree will initially indicate they want to earn a two-year degree before transferring, the advantages of an Associate degree may need to be stressed more to incoming first-time students.

At the state level, attempts are being made to clarify issues such as the transfer of credits, electric data transfer and a more "uniform definition of what constitutes developmental education in the disciplines of reading, writing and mathematics"[13]. There is also work being done at the system level to clarify procedures and simplify the process of student transfer among Community College, Technical College and State University systems[14]. In the end, this should all prove to be a more stabilizing force in student enrollment and go far toward enhancing student retention for Community College students who wish to transfer after graduation from the institution.

GRADUATES & DEGREES

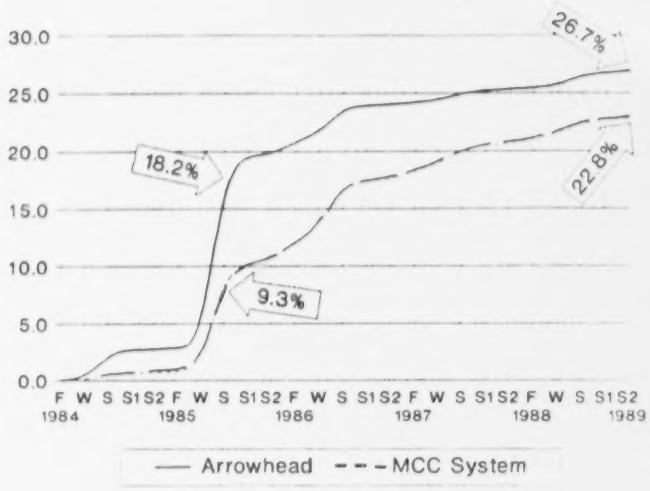
During the 1990-1991 school years Arrowhead colleges graduated 974[15] students, a 1.5 percent increase in graduates over the previous year. The number of students earning Associate of Arts and Associate of Science degrees were up by 10.5 and 24.1 percent, respectively, while Associate of Applied Science and one-year certificate earners were down 20.9 and 25.4 percent, respectively.

Over the last five years, the number of graduates from Arrowhead Community Colleges has steadily increased. In fact, the 974 graduates were part of a 1990-1991 full year equivalent enrollment of 4260. However, as impressive as these figures are, for purposes of institutional effectiveness assessment, it is advantageous to look at a cohort of graduates and track their pursuit of a degree from their initial college entry through their graduation. A study of Minnesota Community Colleges which was completed in 1989 does just that.

The study bases its findings on a cohort which consists of 941 full-time students[16] who initially enrolled in a Minnesota Community College in the Fall of 1984. The study asks two very important questions. First, over a five year period, how many students graduate from our colleges? Secondly, how long does it take them to graduate? Figure 1.8 illustrates the results of the survey.

The answer to our first question would appear to be that almost one in every five of our full-time students will graduate from an Arrowhead college within two years of initially entering. More than one-fourth of

FIGURE 1.8 Graduation Pattern of Fall 1984 First-time Students. The percentages encapsulated in arrows are percentages of students who graduated after Spring 1986 and the percentage of the cohorts who graduated at the end of the five year period (25 academic terms). Of all those who graduated from Arrowhead colleges, 68.1% graduated by the end of Spring quarter, 1986. In this study, of the 941 full-time students who started college in the Fall of 1984 at Arrowhead colleges, 251 had graduated by the end of the fifth year. The dashed line represents the graduation pattern of all incoming students in the entire Minnesota Community College system during the same period.



of all the full-time students will graduate with a degree or certificate within five academic years after enrolling at an Arrowhead college. The answer to the second question is that more than two-thirds of all Arrowhead students who initially enroll as full-time students, and who will eventually graduate, tend to graduate within their first two years of college.

What is not known is how many of the remaining 690 students in this group will eventually graduate and how long will it take them to accomplish it. In order for this five year profile to become widely accepted as *normal*, if indeed it is, studies of this kind must continue for some time to come. Researchers at both the regional and system levels are working to establish an automated process to collect this information in a more timely and efficient manner. The results of this effort should prove to be immeasurable in aiding our colleges in achieving the highest levels of institutional assessment.

DEVELOPMENTAL EDUCATION

Currently, there is a great deal of concern and discussion among educators in higher education about the level of basic skills that first-time entering students should possess. The Minnesota Community College System has adopted a practice of assessing the basic skills of all students who enter college for the first time and wish to take eight credits or more in one term. The purpose of the standardized testing is to help students who are deficient in certain skills to remediate them and increase their chances of succeeding in achieving their educational goals.

The Minnesota Community College committee on Developmental Education has established a sub-committee for developmental education research. This committee has identified several questions it will address in establishing goals for developmental research at both the system

and college levels. In the end, hopefully this effort will aid colleges in answering questions like: Are student who take developmental classes successful (2.0 GPA or better)? How successful are they in college-level classes? How successful are students who took developmental classes in college-level courses in related disciplines? Are developmental students subsequently retained at the same rate as other students? Can developmental students be as successful in college as other students?, and Does developmental education make a difference?

The Arrowhead had an average enrollment each quarter of 1500[16] students in developmental education courses during the 1990-1991 academic year. Because the data for the CAPP assessment system is currently resident in a microcomputer, the task of drawing correlations between student recommended placement and course enrollment is incredibly difficult. Plans are currently in progress to resolve the data compatibility problem.

The Degree Audit Reporting System now has the capability of automatically uploading data into the DARS mainframe environment. From there, data within the Student Information System and the DARS system can be used to effectively track both developmental and non-developmental students as they pursue their college careers. At that point most of the questions above can be answered.

For now, we can say that, of those who take developmental courses, the majority are successful. The following section of this report is dedicated to the CAPP and the data which has been collected from it during the 1990-1991 academic year. The information contained there should prove to be very helpful in learning more about our entering students, where they come from, and where they plan to go.

1. Data referenced from Arrowhead Community College Region Enrollment Summary 1990-1991, Tenth Day, September 26, 1990.

2. *Enrollment By Class Type*, Minnesota Community College System, Office of Research and Planning, January 28, 1991, page 2.

3. The source of the data was the Student Information System of the MCCS. Data was retrieved by use of the EZ/IQ inquiry system.

4. Source of this data is the Student Information System, Computer Services, MCCS.

5. Refer to Tables 1.1 and 1.2 in the Appendix. While the data in this table is not categorized by ethnicity and sex, that information is available upon request.

6. Refer to Table 1.3 in the Appendix. Although the data is not categorized by ethnicity and sex, that information is available upon request.

7. There were 89 one-year certificate graduates in 1989-1990. Refer to the *Graduates 1990 Unduplicated Headcount, Final*, Arrowhead Community College Region, May 30,1991.

8. The data for discussion here is end-of-term data selected from the Student Information System. For this reason, *full-time* is defined here as earning 12 credits or more in a single academic quarter, three-quarter time students earning 9-11 credits, half-time students earning 6-8 credits and quarter-time students earning less then six credits. This definition is consistent with the CAPP assessment and placement program.

9. Grade point average here is represented as the weighted mean G.P.A. of all students within each group and category who earned one credit or more during each term or twelve credits or more, in the case of the full-time students.

10. The data assessed here is end-of-term.

11. The categories were established based on the number of credits earned during the term. Full-time students earned 12 credits or more.

12. Refer to *The Student Survey Report, Spring 1991*, Arrowhead Community College Region and Part 2 of this report.

13. *Progress In Improving Student Transfer*, a report to the Minnesota State Legislature, The Higher Education Advisory Council, September 16,1991, page A4.

14. *Electronic Data Transmission and the Transfer Student*, the No Name Committee, Intersystem Collaboration, July, 1990.

15. *Graduates 1991 Unduplicated Headcount*, Arrowhead Community College Region, September 18, 1991.

16. This number includes 193 first-time full-time students from Itasca Community College. Due to the fact that the graduation data for Itasca was incomplete, the study showed that only four students in this cohort graduated during the five year period. The Minnesota Community College System's Office of Research and Planning is in the process of publishing a new report which refects all the graduates from Itasca during the period.

17. Refer to the data in Table 1.4 in the Appendix. All the disciplines and course numbers which are currently listed as developmental were included here. The data source is the Student Information System.

PART 2

STUDENT ASSESSMENT - CAPP

GENERAL INFORMATION

The Computerized Assessment and Placement Program (CAPP) was administered to 3,346[1] prospective students during the 1990-1991 academic year. Of those, 2,080[2] students had taken the CAPP assessment test prior to enrolling at the college for Fall quarter 1990 classes. The majority of those who took the test were female (57.7%) and white (85.5%)[3]. In fact, white females constituted slightly more than half of all examinees (50.7%).

Very few (1.7%) of those who took the CAPP test indicated that English was not their primary language[4]. Of those who indicate that some language other than English was their mother tongue, 45.6 percent took the test at Duluth Community College Center and 24.6 percent were at Rainy River Community College. Every college had at least one examinee who claimed that English was not their first language.

On the question of whether those taking the CAPP had a verifiable learning disability, 1.9 percent[5] indicated this was true in their case.

One important question that the examinees are asked is their admission status at the college. They are given the opportunity to indicate whether they are a first-time college student, a college student who is enrolling at an Arrowhead college for the first time, a former student who is returning to the college after an absence of some time, or if the student is taking the test while currently enrolled in the college. Of all the examinees who gave a response to this question, 88.4 percent indicated that this was their first time at a college or that they had attended college before, but this was their first time at the particular college where they were being tested. Figure 2.1 shows the responses to question 5[6] from the CAPP form.

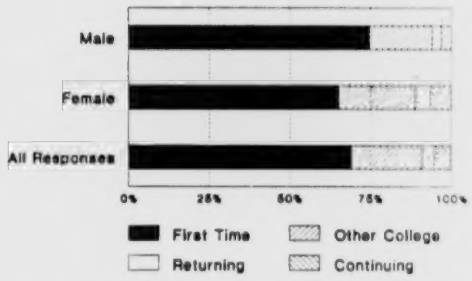


FIGURE 2.1 Admission Status. This diagram shows the distribution in the number of male and female examinees who marked one of the responses to question 5, their admission status. Of all those who responded, 67 percent indicated that this was their first time in any college while 21.4 percent noted that they were new to Arrowhead but they had attended another college.

Finally, the students who took the CAPP were asked to respond to the question of their status as a veteran. A large number of the examinees (81.1%) indicated that they were not veterans. There was also a relatively large number (13.8%) who did not respond[7] to the question. Of those who stated that they were veterans, 83.6 percent were men. Fourteen examinees (0.4%) were currently on active duty.

EDUCATIONAL BACKGROUND

On the third page of the CAPP form, test takers were asked to answer ten questions about their high school background. All the information entered was self-reported and unsubstantiated by any documentation or verification process. Most of the questions focus on academic performance and achievement. Five questions relate to general education questions, while two specifically ask questions regarding English and three regarding mathematics.

The first general question asks the students to mark the statement which applies to them. While they were given such choices as "still in H.S.", "G.E.D.","High School diploma" or "Not a H.S. graduate", 68 percent[8] of the examinees indicated that they were not high school graduates. This is due in large part to the fact that many of those who took the CAPP examination did so during the Spring of 1991, while they were still seniors in high school and had not graduated. This group, combined with the high school options student who took the test, skewed the responses to this question, implying that two-thirds of Arrowhead's prospective students are not High School graduates. Provisions for responses for high school options and students who will be graduating before entering the college have been made on the new CAPP forms which will be used in testing during the 1991-1992 academic year.

Another question asked the examinees to mark the appropriate category to show the highest college degree or certificate they had earned. Figure 2.2 illustrates the responses to this question. Not surprisingly, 80.7 percent of the examinees indicated that they had not yet earned a degree. A significant number (11.2%) indicated that they had earned a college degree or certificate. Of those in this category, 87.2% had earned a college certificate[9]. Nine prospective students held bachelor's degree or higher, and 10.4 percent had associated degrees.

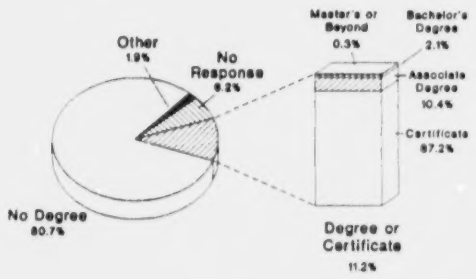


FIGURE 2.2 Highest College Degree or Certificate Earned. Four of every five examinees who responded to this question indicated that they have not earned a post-secondary degree or certificate. More than one in ten indicated that they had earned a degree or certificate. Of all examinees region wide, 328 had earned certificates, 39 associate degrees, 8 bachelor's degrees and one master's degree or beyond.

When asked how long they has been out school, almost half of the respondents region-wide (45.7%) were still in school or had been out of school for less than a year. While this constituted a fairly substantial block of prospective students for the colleges, ranging from 39.5% at Rainy River Community College to 70.5% at Vermilion Community College, it was not a significant group at the centers. This group, which could be categorized as *traditional* students, represented only 26.9% and 16.4%

of the respondents at Duluth and Fond du Lac Community College Centers, respectively.[10]

On the other hand, the centers attracted the majority of the students in the other four categories for this question. Of the 689 examinees who had been out of school for more than ten years, 53.5 percent of the CAPP test takers were from the community college centers.

The last two questions in this section of the CAPP form which are of a general nature address the prospective students' high school G.P.A. and the last high school they attended. Figure 2.3 shows the distributions of responses to this question.

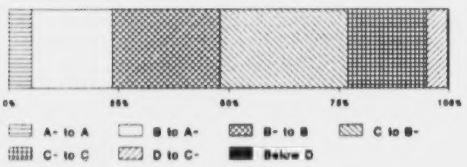


FIGURE 2.3 High School Grade Point Average.
The information displayed in this chart is self-reported.

Of those who responded to the question, almost one-fourth (23.5%) reported that they had earned a grade point average of 3.0 or higher; more than three-quarters of the respondents had earned a 2.0 or higher. These responses are rather consistent across the campuses.[11]

Finally, the last general background question asks respondents for the last high school they attended.[12] In most cases, the respondents had attended high schools which were within the general geographical area as the college at which they took the CAPP examination.

In the section of the CAPP form on Educational Background, two questions address the examinee's background in the discipline of English.[13] The questions asked how long it had been since the respondents had take their last English class and what was the grade they had received.

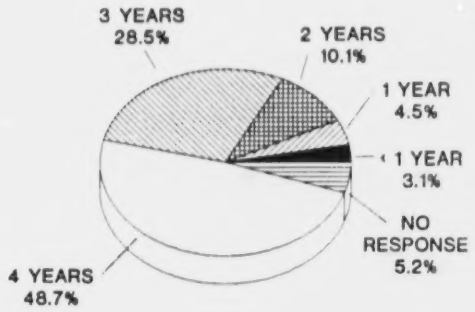


FIGURE 2.4 Years of English Completed in High School.

Figure 2.4 shows that 48.7 percent had completed four years of high school English and 28.5 percent had completed three years. Conversely, 7.6 percent had taken one year of high school English or less.

The percentages for each of the grades the respondents claimed to have earned in their last high school English class are shown in Figure 2.5. The grades the respondents reported for English are compared with the grades they received in the last math class, question 15, and their high school grade

point averages.[13] A total of 85.5 percent of all the examinees had received a grade of C or better in their last high school English class.

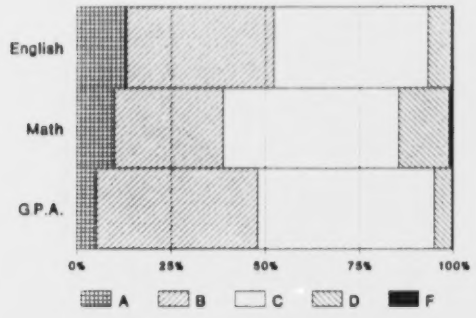


FIGURE 2.5 High School Grades and G.P.A.[14] Students reported high levels of academic success (2.0 or better) in their last English (93.2%) and math (85.4%) classes and their high school G.P.A. (77.0%)

The last three questions in this section of the form address mathematics related issues. Prospective students were asked to indicate the highest level of high school math they completed, the grade they received in their last math class and the number of years since their last math class. Each figure on this page illustrates the responses to those questions. While the majority of students had been successful in the last math class they had competed, few had taken a math class beyond freshman Algebra or high school Geometry. In fact, nearly half of the students taking the CAPP (48.5%) had not taken a math class beyond beginning Algebra. As shown in Figure 2.7, 25.8% have taken a math course within the past year or they are currently enrolled in one. However, 24.4% percent have not taken a math class in the last two years, and for 45.3% of the respondents, it has been three years or more since they took a math course.

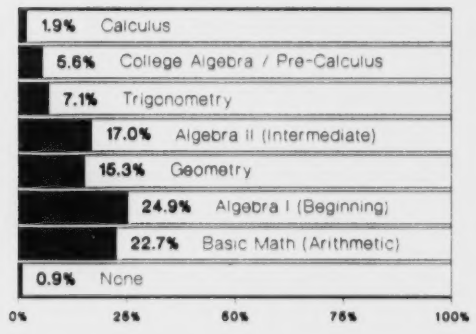


FIGURE 2.6 Highest Level Math Class Completed[14,15] The percentages represent the number of respondents who had completed each level. They are not cumulative values.

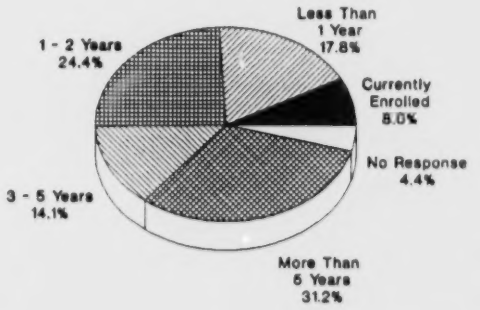


FIGURE 2.7 Years Since Last Math Class.[16] Half the students (50.2%) had taken a math class sometime in the two years prior to taking the CAPP. However, for nearly one-third of the students (31.2%), it had been more than five years since they had taken a math class.

In summary, while a large number of the students who took the CAPP during the past year reported that they were successful in their last math class, few had taken a course beyond high school geometry and 46.3% of them hadn't take a math class in more than two years.

COLLEGE PLANS

Some of the most important questions that are asked on the CAPP form are those which deal with student intent and education goals. During the 1990-1991 academic year, students were asked to state their present educational goals and plans. They were also asked for information about the number of credits they planned to take the next term, employment plans while in school and other related issues. Knowing the answers to these questions, the college is in a better position to help students achieve their goals.

Several questions are addressed in this section are which specifically concerned with intent and educational goals. First, what do incoming students plan to accomplish at the college? What are the challenges to those plans, i.e. credit load and hours of employment per week? What studies do they plan to pursue? If they intend to further their educations, where do they plan to go? Finally, how important is it that they go to college? The answers to these questions will be helpful to colleges in helping their students to achieve their goals and succeed academically.

In regard to the first question, students were asked whether they planned to transfer to another college and, if so, before or after they earned a degree.[17] Of the 94 percent of those who responded, 57.5 percent planned to earn a one-year certificate or a two-year degree. Another 30.2 percent of the examinees planned to earn a degree from the college and transfer to another school. Only 6.9 percent of the students planned to transfer before earning a degree and another 5.5 percent did not plan to earn a degree or transfer to another school at the time they took the CAPP test. Figure 2.8 illustrates the results of CAPP question 20.

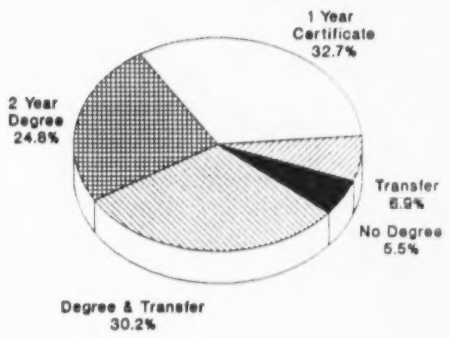


FIGURE 2.8 Most Important Education Goal. An encouraging 87.7 percent of the CAPP test takers planned to earn a certificate or a degree. 55 percent planned to earn a two-degree and more than half planned to transfer to another school after earning the degree.

The second issue that concerns students who are entering college is their ability to balance their employment[18] and their academic work[19]. More than one-quarter of the students (28.2%) did not plan to work while they were going to college, but two-thirds of them planned to work while going to college, and 12.4 percent indicated they were employed in a job for thirty hours a week or more. Since 60.8 percent of the test takers planned to register as full-time students, 12 credits or more, an assessment of the relationship between the student's employment and college course work has been performed. The result are shown in Figure 2.9.

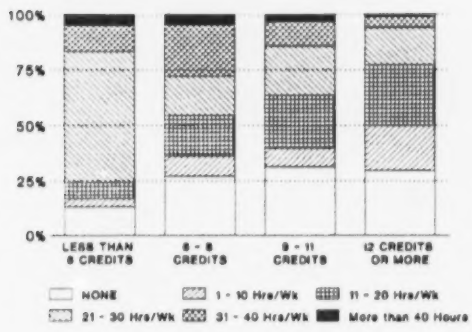


FIGURE 2.9 Credit Load & Hours Worked Per Week[20].

Predictably, as the chart shows, as students take more credits, they tend to work fewer hours per week. The percentage of students who did not plan to work climbed to more than one-quarter of the students when they began to take six credits or more, but this remains a fairly constant percentage for the next two categories as well. Within these three categories, those who planned to work forty hours or more decreased by a factor of roughly half as the credit load increased. At the same time, students who planned to work seemed to prefer working one to 20 hours per week and this block of hours increases until it constitutes roughly half of all working hours. Regardless of course load, the working student is the rule rather than the exception.

The student's major field of study is another topic covered in the section of the CAPP form. Each examinee was asked to indicate their intended major, if any, their level of certainty about the major they have chosen and, if they planned to transfer, the name of the transfer institution. A majority, 70.9 percent, already had an idea of the studies they wished to pursue in college. Students showed the most interest in the medical and health professions (14.3%), business and accounting (8.2%), education (5.8%) and studies in the liberal arts and sciences. Another 20.4 percent of the respondents were either undecided about a major or did not respond to this question. A condensed list of major studies has been categorized in Figure 2.10. It should be noted that only 3.7 percent of those who responded were *very* or *fairly* definite about their choice of a major.

BIOLOGICAL SCIENCES	29	1.9%
BUSINESS & ACCOUNTING	275	8.2
COMPUTER & INFORMATION SCIENCE	48	1.4
EDUCATION	194	5.8
ENGINEERING & ARCHITECTURE	96	2.9
FIRE SAFETY	35	1.0
HUMAN SERVICES	84	2.5
LAW	41	1.2
LAW ENFORCEMENT	93	2.8
LIBERAL ARTS & SCIENCES	137	4.1
MEDICAL & HEALTH CARE PROFESSIONS	481	14.3
NURSING PROFESSION	62	1.9
NATURAL RESOURCES & WATER TECHNOLOGY	80	2.4
POST-SECONDARY HIGH SCHOOL OPTIONS	74	2.2
PROFESSIONAL PILOT	36	1.1
SECRETARIAL & CLERICAL	99	3.0
SOCIAL SCIENCES	91	2.8
TOTAL	1,955	58.5%
OTHER MAJORS	706	21.1%
UNDECIDED	416	12.4%
NOT SPECIFIED	269	8.0%

FIGURE 2.10 A Summary of Major Fields of Study. The categories of majors listed above is a summary of all the majors students selected from a detailed list of majors which was provided them when they took the CAPP examination. For a complete list of the responses to this question, refer to Table 2.23 in the Appendix. When asked to rate how definite they were about their choice of major[21], 94.3 percent did not respond. Of those who did respond, 1.3 and 2.4 percent were very and fairly definite, respectively. Another 1.4 percent were unsure.

Keeping in mind that 31.7 percent of the examinees had previously stated that they planned to transfer to another college, with or without a degree, students were asked to select their choice of transfer college[23]. Of those who planned to transfer, 46.9 percent had chosen colleges in the area or in greater Minnesota. Figure 2.11 shows the distribution of the students' selection of transfer colleges. The remaining choices of transfer colleges (21.8%) were varied and numerous. They are grouped in the figure under the category labeled *Other Colleges*.

BEMIDJI STATE UNIVERSITY	170	5.1%
COLLEGE OF ST. SCHOLASTICA	84	2.5
ST. CLOUD STATE UNIVERSITY	59	1.8
UNIVERSITY OF MINNESOTA (TWIN CITIES)	74	2.2
UNIVERSITY OF MINNESOTA, DULUTH	287	8.6
UNIVERSITY OF WISCONSIN, SUPERIOR	47	1.4
TOTAL	721	21.5%
OUT-OF-STATE COLLEGES	86	2.6%
OTHER COLLEGES	729	21.8%
UNDECIDED	665	19.9%
NO TRANSFER	267	8.0%
NO RESPONSE	878	26.2%

FIGURE 2.11 Transfer Colleges. Of the 1,536 students who planned to transfer to another college, 721 (46.9%) selected one of the colleges listed here.

Finally, students were asked to rate the importance of their college careers, both to them and to those close to them[24]. The results of the two questions are represented in the paired pie charts in Figure 2.12. Interestingly enough, the students' own rating of college as being *very important* (86.2%) to them is closely matched by their ranking of the importance of their college career to those close to them as *very* or *somewhat* important combined (89.8%).

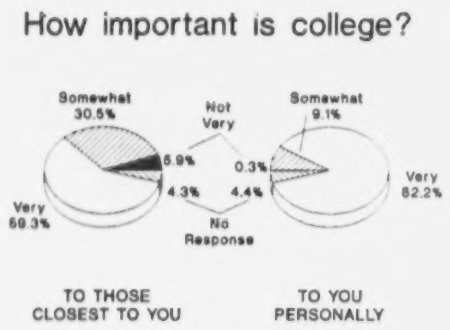


FIGURE 2.12 The Importance of College. The response to these two questions was relatively high, indicating some rather strong feelings about them.

RECOMMENDED PLACEMENT[25]

While a great deal of valuable information has been presented here, at the core of CAPP is a focus on the college-level readiness of our entering students. This is accomplished through a series of standardized tests which are used to assess that readiness level. The information presented in Table 2.28 is meant to provide an encapsulated view of all the students who were tested during the 1990-1991 academic year.

The disadvantage to a view of the data from this perspective is that it possesses a high tendency toward generalization and distortion of the significance of the data. For example, the table does not show the frequency or distribution of test scores.

Also, it does not give us a view of the central tendency of the scores. However, with the exceptions noted, the table provides a good look at the general outcomes of the CAPP assessment test. The data, represented here as a table, has been summarized from all the tests taken during the past academic year. The determination of remedial placement is base on the results of the recommended placement of students by the CAPP system itself. Scores which fell into areas where an assessment of placement could not be made are categorized as *undetermined*.

The levels of recommended placement presented here and the previous discussions related to math and English in the section of this document entitled *Educational Background* should be closely examined. For example, can a correlation between the level of high school mathematics completed, the time since the last high school class was taken and the base remedial percentile be established. While such analysis falls well outside the scope of this report, it is definitely a subject which will have to be pursued.

1. See Table 2.1 in the Appendix.

2. Some colleges did not separate their CAPP data by quarter. However, MCCS had requested a report of CAPP information subsequent to Fall 1990 CAPP testing and prior to Winter quarter testing. For this reason, based on the information in these reports, it is known that 2,080 students in the Arrowhead region had taken the CAPP prior to Fall 1990 registration. The remaining 1,266 examinees took the CAPP test for an anticipated entry during Winter or Spring quarters, 1991. Since this was a problem at many colleges throughout the MCCS, each college is now required, as a matter of policy, to keep the CAPP data separated by quarter.

3. See Tables 2.1 and 2.2 in the Appendix.

4. See Table 2.4 in the Appendix.

5. See Table 2.5 in the Appendix.

6. See Table 2.6 in the Appendix.

7. The no-response rate for this question is two to five times higher than any other question on the form and the highest non-response of all the questions on the CAPP form. In part, this may be due to oversight because of the location of the question on the form. For a distribution of responses to this question, see Table 2.7 in the Appendix.

8. Refer to the footnotes in Table 2.8 in the Appendix for more information.

9. See Table 2.9. The respondents were not asked to identify where they earned the certificate or in what major, program or discipline the certificate had been earned.

10. Some factors to consider that may be at work here are the presence of three four-year institutions of higher education within driving distance of the centers, the programs each institution offers, center status, community demographics and educational needs. Table 2.10 contains the distribution of responses to the question for all the colleges and centers.

11. The data in Table 2.13 indicates a fairly consistent pattern of response to the question.

12. Table 2.14 shows the distribution of responses of prospective students based on the *last high school* they attended.

13. Refer to Table 2.11 for a distribution of the number of years of high school English completed and Table 2.12 for the grades the respondent reported they had earned in the last English class they had taken in high school.

14. The grade point averages in Figure 2.5 are based on the data found in Table 2.13, the same table which was used to create Figure 2.3.

15. The category of non-respondents were not included in the calculations that resulted in these values. The divisor was derived by subtracting the *No Response* value from the *Total* value.

16. Refer to Table 2.15 in the Appendix.

17. See Table 2.17 in the Appendix.

18. These questions were asked on page 3, question 20, of the CAPP form. The complete results of the question are contained in Table 2.21.

19. See Table 2.20 in the Appendix.

20. See Table 2.19 in the Appendix.

21. See Tables 2.19 and 2.20 in the Appendix.

22. Refer to question 23 on page 3 of the CAPP form (1990-1991 version). The results of the question can be found in Table 2.24 in the Appendix.

23. Table 2.25 contains all the colleges which were selected and were one percent or more of the total number selected. A detailed tabular list is available from the Office of Institutional Research upon request.

24. These are the responses to questions 25 and 26 on the third page of the CAPP form. Tables 2.26 and 2.27 show the distribution of the responses to these questions. In both cases, the non-response rate was below five percent.

25. The Computer Assessment and Placement system (CAPP) is a data-rich environment. The potential for data manipulation and analysis is very high. To touch on the subject of placement without becoming entrenched in a mire of nested data relationships, recommended placement is discussed here in a relatively broad shallow manner. Some detailed analyses are currently available within the CAPP system itself.

APPENDIX

Table 1.1	1989 First-Time Students (Full-Time)
Table 1.2	1989 First-Time Students (All Students)
Table 1.3	1990 First-Time Students
Table 1.4	Enrollment in Developmental Education Courses
Table 2.0	Age by Sex
Table 2.1	Sex by College
Table 2.2	Ethnicity by College
Table 2.3	Sex by Ethnicity
Table 2.4	Is English Your First (Primary) Language?
Table 2.5	Verified Learning Disability
Table 2.6	Admission Status at this College
Table 2.7	Are You a Veteran?
Table 2.8	High School Education
Table 2.9	Highest College Degree or Certificate Earned
Table 2.10	How Long Have You Been Out of School?
Table 2.11	Years of English Completed in High School
Table 2.12	Grade Received in the Last English Class Completed
Table 2.13	High School Grade Point Average
Table 2.14	High School Last Attended
Table 2.15	Highest Level Math Class Completed
Table 2.16	Grade Received in the Last Math Class Completed
Table 2.17	How Long Ago Did You Complete Your Last Math Class?
Table 2.18	Plan to Attend...
Table 2.19	College Credits Planned for Next Term

Table 2.20	Employment Hours Planned While Enrolled
Table 2.21	Most Important Educational Goal at this College
Table 2.22	I Would Like Information About:
Table 2.23	Majors
Table 2.24	How Definite is Your Choice of Major?
Table 2.25	Transfer College
Table 2.26	How Important is it to the People Closest to You that You Go To College?
Table 2.27	How Important is College to You Personally?
Table 2.28	Recommended Placements
Table 2.29	Employment Hours Planned by Credits
	CAPP Test Form

Table 1.1
1989 First-Time Students

(Full-Time by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Fall 1989								
# of Students	0[1]	31	270	322	249	131	251	1254
% Attmp/Ernd	0	90.9	82.5	86.0	87.0	78.2	85.1	85.0
Cum GPA	0	2.979	2.398	2.662	2.505	2.544	2.451	2.590
Winter 1990								
# of Students	96	35	240	291	221	117	219	1219
% Attmp/Ernd	85.4	88.6	80.9	79.4	80.4	72.3	79.5	80.9
Cum GPA	2.663	2.897	2.424	2.577	2.419	2.399	2.438	2.545
Spring 1990								
# of Students	81	32	201	246	206	91	201	1058
% Attmp/Ernd	84.6	90.3	83.1	84.7	83.0	79.7	83.9	85.6
Cum GPA	2.659	2.951	2.437	2.609	2.390	2.413	2.430	2.556
Fall 1990								
# of Students	50	25	145	179	159	56	163	777
% Attmp/Ernd	85.2	89.0	86.4	80.0	85.0	80.7	90.1	85.2
Cum GPA	2.678	3.016	2.487	2.625	2.452	2.443	2.497	2.600
Winter 1991								
# of Students	41	17	139	162	158	56	164	737
% Attmp/Ernd	82.9	79.1	87.8	78.5	85.5	61.1	89.3	80.6
Cum GPA	2.713	2.992	2.523	2.626	2.467	2.478	2.545	2.621
Spring 1991								
# of Students	36	15	117	144	132	49	140	633
% Attmp/Ernd	87.6	90.1	86.6	81.6	90.2	80.6	88.8	86.5
Cum GPA	2.783	3.035	2.548	2.641	2.510	2.484	2.596	2.657

[1] Data for this campus was not available on SIS for this quarter.

Table 1.2
1989 First-Time Students

(All Students by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Fall 1989								
# of Students	0[1]	242	520	538	488	361	421	2570
% Attmp/Ernd	0	84.0	84.2	83.4	87.5	76.8	85.1	83.5
Cum GPA	0	2.729	2.435	2.075	2.428	1.575	2.055	2.216
Winter 1990								
# of Students	232	105	373	348	354	175	277	1864
% Attmp/Ernd	83.2	90.1	80.1	79.3	82.5	73.8	79.6	81.2
Cum GPA	2.461	2.882	2.426	2.277	2.414	1.906	2.267	2.376
Spring 1990								
# of Students	196	89	324	292	327	136	244	1608
% Attmp/Ernd	83.1	92.7	82.4	84.7	84.3	79.8	84.1	84.4
Cum GPA	2.447	2.961	2.403	2.416	2.393	2.047	2.324	2.427
Fall 1990								
# of Students	124	52	215	204	211	75	176	1057
% Attmp/Ernd	87.3	88.4	85.9	78.1	84.3	80.0	89.9	84.8
Cum GPA	2.515	3.016	2.424	2.458	2.438	2.120	2.427	2.485
Winter 1991								
# of Students	103	48	210	182	210	76	169	998
% Attmp/Ernd	81.7	84.4	88.9	78.7	86.1	62.8	89.1	81.7
Cum GPA	2.796	3.039	2.455	2.498	2.436	2.172	2.476	2.553
Spring 1991								
# of Students	94	48	184	163	185	69	160	903
% Attmp/Ernd	86.4	87.2	85.7	81.8	89.8	82.1	88.6	85.9
Cum GPA	2.885	3.042	2.475	2.540	2.474	2.177	2.538	2.590

[1] Data for this campus was not available on SIS for this quarter.

Table 1.3
1990 First-Time Students

(By College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
FALL 1990								
Full-Time								
# of Students	115	53	250	330	241	129	206	1324
% Attmp/Ernd	81.6	79.1	74.2	81.3	80.9	84.1	84.2	80.8
Cum GPA	2.442	2.683	2.325	2.630	2.432	2.506	2.561	2.511
Three-Quarter-Time								
# of Students	68	24	47	30	14	16	22	221
% Attmp/Ernd	76.9	21.2	73.8	87.9	96.9	93.3	86.6	76.7
Cum GPA	2.065	0.823	2.311	2.934	3.001	2.498	2.398	2.290
Half-Time								
# of Students	53	22	37	29	17	16	7	181
% Attmp/Ernd	90.8	70.8	61.1	79.8	91.9	93.0	78.8	80.9
Cum GPA	2.568	2.247	1.783	2.601	2.675	3.336	2.890	2.586
Quarter-Time								
# of Students	168	131	145	186	153	155	47	985
% Attmp/Ernd	80.3	52.1	73.5	43.3	74.4	80.2	89.8	70.5
Cum GPA	2.090	2.061	2.071	0.885	1.824	1.032	3.047	1.859
Total-All Students								
# of Students	404	230	479	575	425	316	282	2711
% Attmp/Ernd	81.4	61.5	73.4	78.6	80.9	84.5	84.5	77.8
Cum GPA	2.243	2.093	2.205	2.080	2.241	1.825	2.637	2.189
WINTER 1991								
Full_Time								
# of Students	111	51	226	301	206	111	208	1214
% Attmp/Ernd	80.4	82.5	74.5	77.4	81.0	68.8	79.4	77.7
Cum GPA	2.546	2.993	2.520	2.770	2.537	2.922	2.556	2.692
Three-Quarter-Time								
# of Students	66	5	28	19	10	21	5	154
% Attmp/Ernd	79.6	91.7	68.1	72.7	77.8	90.6	100.0	82.9
Cum GPA	2.495	3.535	2.658	2.552	2.665	3.436	3.115	2.922
Half-Time								
# of Students	30	6	21	7	9	4	3	80
% Attmp/Ernd	70.9	77.8	72.8	81.6	87.9	100.0	100.0	84.4
Cum GPA	2.421	3.445	2.181	3.203	3.388	3.710	3.576	3.132
Quarter-Time								
# of Students	88	74	49	23	94	28	31	387
% Attmp/Ernd	68.3	29.2	81.3	90.9	86.1	70.0	96.3	74.6
Cum GPA	2.349	3.239	2.628	3.021	2.160	2.410	3.347	2.736
Total-All Students								
# of Students	295	136	324	350	319	164	247	1835
% Attmp/Ernd	77.8	67.2	74.3	77.5	81.5	71.5	80.4	75.7
Cum GPA	2.463	3.166	2.526	2.783	2.454	2.919	2.679	2.713

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
SPRING 1991								
Full-Time								
# of Students	92	42	174	253	176	98	170	1005
% Attmp/Ernd	78.7	73.3	83.2	75.2	84.3	81.1	79.4	79.3
Cum GPA	2.736	3.165	2.604	2.813	2.590	2.998	2.664	2.796
Three-Quarter-Time								
# of Students	20	7	21	14	17	11	12	102
% Attmp/Ernd	74.6	93.0	72.1	87.4	74.7	78.8	87.1	81.1
Cum GPA	2.390	3.578	2.739	2.776	2.878	3.355	2.576	2.899
Half-Time								
# of Students	26	5	15	8	14	10	4	82
% Attmp/Ernd	80.1	100.0	71.7	85.7	96.9	88.3	100.0	89.0
Cum GPA	2.991	3.563	2.256	3.289	3.137	3.248	3.478	3.137
Quarter-Time								
# of Students	71	32	33	15	69	24	27	271
% Attmp/Ernd	75.9	92.6	92.5	78.6	78.0	100.0	96.9	87.8
Cum GPA	2.597	3.214	2.348	3.276	2.391	2.343	3.183	2.765
Total-All Students								
# of Students	209	86	243	290	276	143	213	1460
% Attmp/Ernd	78.0	78.9	82.4	75.8	83.7	82.0	80.5	80.2
Cum GPA	2.687	3.240	2.559	2.848	2.586	2.933	2.740	2.799

Table 1.4 (Revised)

Enrollment in Developmental Education Courses

(By College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
				'FALL 1990				
ENGL								
# of Students	143	20	89	93	87	30	131	593
% Successful[1]	81.8	55.0	61.8	78.5	74.7	60.0	71.0	72.8
GPA[2]	1.877	1.859	1.675	2.519	2.453	2.495	2.297	2.155
LSKL								
# of Students				85				85
% Successful				78.8				78.8
GPA				2.681				2.681
MATH								
# of Students	107	30	92	144	86		31	490
% Successful	79.4	60.0	63.0	73.6	62.8		80.6	70.6
GPA	2.488	2.957	2.445	2.688	2.474		2.310	2.554
NSCI								
# of Students	23							23
% Successful	73.9							73.9
GPA	2.662							2.662
READ								
# of Students				45				45
% Successful				75.6				75.6
GPA				2.612				2.612
STSK								
# of Students	62	55	14		144	142	117	534
% Successful	88.7	47.3	28.6		72.2	70.4	71.8	69.8
GPA	1.987	2.154	1.312		2.371	2.247	2.291	2.226

(Continued)

[1] Indicates students who earned a grade of A, B, C, or P for the course.

[2] This figure represents the mean grade point average of the cumulative grade point averages of all students who took the course.

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	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
WINTER 1991								
CAOR								
# of Students							50	50
% Successful							46.0	46.0
GPA							2.162	2.162
ENGL								
# of Students	129	29	33	64	23	18	79	375
% Successful	67.4	41.4	69.7	73.4	65.2	16.7	57.0	51.0
GPA	1.360	1.769	2.141	2.370	2.010	1.813	2.120	1.854
ESCI								
# of Students							30	30
% Successful							53.3	53.3
GPA							2.437	2.437
LSKL								
# of Students				95				95
% Successful				53.7				53.7
GPA				2.595				2.595
MATH								
# of Students	88	33	52	124	106		100	503
% Successful	60.2	60.6	42.3	58.9	50.9		69.0	57.8
GPA	1.978	2.880	2.210	2.677	2.536		2.465	2.448
NSCI								
# of Students	21							21
% Successful	57.1							57.1
GPA	1.611							1.611
READ								
# of Students				15				15
% Successful				73.3				73.3
GPA				2.954				2.954
STSK								
# of Students	42	43	11		49	141	74	360
% Successful	69.0	48.8	54.5		61.2	53.2	54.1	55.8
GPA	1.738	2.101	1.750		2.205	2.204	1.845	2.050

(Continued)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
SPRING 1991								
CAOR								
# of Students							8	8
% Successful							75.0	75.0
GPA							2.248	2.248
ENGL								
# of Students	106	28	13	30	20	16	14	227
% Successful	73.6	50.0	61.5	63.3	80.0	50.0	71.4	67.4
GPA	1.148	1.959	1.944	2.149	2.600	2.415	2.073	1.700
ESCI								
# of Students							36	36
% Successful							72.2	72.2
GPA							2.192	2.192
LSKL								
# of Students				78				78
% Successful				78.2				78.2
GPA				2.722				2.722
MATH								
# of Students	71	25	48	60	84			288
% Successful	64.8	72.0	68.8	53.3	69.0			64.9
GPA	2.425	2.625	2.268	2.352	2.670			2.472
NSCI								
# of Students	12							12
% Successful	66.7							66.7
GPA	2.173							2.173
READ								
# of Students				18				18
% Successful				50.0				50.0
GPA				2.081				2.081
STSK								
# of Students	33	48	29		13	100	57	280
% Successful	81.8	43.8	89.7		76.9	64.0	71.9	67.5
GPA	1.410	1.740	2.444		2.362	2.429	2.337	2.171

Table 2.0
Age by Sex

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Female								
15			2 .4%	2 .4%	1 .2%	3 .9%		8 .2%
16	3 .3%	1 .4%	9 1.8%	6 1.3%	7 1.7%	5 1.5%	2 .6%	33 1.0%
17	20 1.9%	3 1.3%	27 5.5%	41 8.9%	34 8.1%	16 4.7%	21 6.2%	162 4.8%
18	79 7.4%	11 4.7%	65 13.2%	65 14.1%	67 16.0%	37 11.0%	34 10.1%	358 10.7%
19	45 4.2%	6 2.6%	22 4.5%	18 3.9%	13 3.1%	18 5.3%	8 2.4%	130 3.9%
20	58 5.5%	4 1.7%	12 2.4%	4 .9%	9 2.1%	10 3.0%	5 1.5%	102 3.0%
21	31 2.9%	10 4.3%	6 1.2%	5 1.1%	6 1.4%	12 3.6%	1 .3%	71 2.1%
22	35 3.3%	5 2.1%	11 2.2%	7 1.5%	7 1.7%	5 1.5%	2 .6%	72 2.2%
23	30 2.8%	6 2.6%	5 1.0%	9 1.9%	3 .7%	5 1.5%	1 .3%	59 1.8%
24	25 2.4%	3 1.3%	10 2.0%	6 1.3%	2 .5%	6 1.8%		52 1.6%
25 - 29	102 9.6%	27 11.5%	23 4.7%	36 7.8%	18 4.3%	19 5.6%	5 1.5%	230 6.9%
30 - 39	148 13.9%	49 20.9%	52 10.5%	41 8.9%	38 9.1%	35 10.4%	7 2.1%	370 11.1%
40 - 49	66 6.2%	22 9.4%	12 2.4%	18 3.9%	17 4.1%	20 5.9%	6 1.8%	161 4.8%
50 and Above	12 1.1%		2 .4%	5 1.1%	3 .7%	5 1.5%		27 .8%
No Response	31 2.9%	14 6.0%	28 5.7%		2 .5%	18 5.3%	4 1.2%	97 2.9%
Male								
15					1 .2%			1 .0%
16		1 .4%	4 .8%	1 .2%	9 2.1%	4 1.2%	2 .6%	21 .6%

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
17	5 .5%	2 .9%	19 3.8%	28 6.1%	22 5.3%	7 2.1%	30 8.9%	113 3.4%
18	35 3.3%	5 2.1%	81 16.4%	89 19.3%	84 20.0%	29 8.6%	112 33.1%	435 13.0%
19	38. 3.6%	7 3.0%	27 5.5%	25 5.4%	27 6.4%	17 5.0%	30 8.9%	171 5.1%
20	36 3.4%	8 3.4%	15 3.0%	6 1.3%	11 2.6%	10 3.0%	16 4.7%	102 3.0%
21	18 1.7%	2 .9%	6 1.2%	8 1.7%	7 1.7%	5 1.5%	11 3.3%	57 1.7%
22	15 1.4%	4 1.7%	3 .6%	5 1.1%	1 .2%	3 .9%	3 .9%	34 1.0%
23	21 2.0%	1 .4%	6 1.2%	6 1.3%	2 .5%	4 1.2%	1 .3%	41 1.2%
24	5 .5%	2 .9%	2 .4%	1 .2%	3 .7%	3 .9%	2 .6%	18 .5%
25 - 29	44 4.1%	9 3.8%	9 1.8%	7 1.5%	7 1.7%	10 3.0%	14 4.1%	100 3.0%
30 - 39	60 5.6%	15 6.4%	12 2.4%	12 2.6%	9 2.1%	8 2.4%	9 2.7%	125 3.7%
40 - 49	11 1.0%	6 2.6%	4 .8%	8 1.7%	6 1.4%	4 1.2%	2 .6%	41 1.2%
50 and Above	1 .1%		1 .2%	2 .4%		2 .6%		6 .2%
No Response	27 2.5%	11 4.7%	19 3.8%			17 5.0%	5 1.5%	79 2.4%
Sex Unknown								
17 - 24	13 1.2%			1 .2%	3 .7%			17 .5%
25 - 29	3 .3%							3 .1%
30 - 39	8 .8%							8 .2%
40 - 49	1 .1%							1 .0%
No Response	36 3.4%						5 1.5%	41 1.2%
Total	1062	234	494	462	419	337	338	3346

Table 2.1
Sex by College

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Male	316 29.8%	73 31.2%	208 42.1%	198 42.9%	189 45.1%	123 36.5%	237 70.1%	1344 40.2%
Female	685 64.5%	161 68.8%	286 57.9%	263 56.9%	227 54.2%	214 63.5%	96 28.4%	1932 57.7%
No Response	61 5.7%			1 .2%	3 .7%		5 1.5%	70 2.1%
Total	1062	234	494	462	419	337	338	3346

Table 2.2
Ethnicity by College

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
American Indian	41 3.9%	55 23.5%	11 2.2%	36 7.8%	22 5.3%	76 22.6%	9 2.7%	250 7.5%
Asian	21 2.0%	1 .4%	4 .8%		2 .5%	3 .9%	1 .3%	32 1.0%
Black	21 2.0%	1 .4%	3 .6%	3 .6%	8 1.9%	5 1.5%	8 2.4%	49 1.5%
White	891 83.9%	175 74.8%	461 93.3%	418 90.5%	379 90.5%	230 68.2%	307 90.8%	2861 85.5%
Hispanic	5 .5%	1 .4%	7 1.4%		3 .7%	1 .3%	3 .9%	20 .6%
Filipino			2 .4%	2 .4%	1 .2%			5 .1%
Other	2 .2%		3 .6%	2 .4%	1 .2%	8 2.4%	1 .3%	17 .5%
No Response	81 7.6%	1 .4%	3 .6%	1 .2%	3 .7%	14 4.2%	9 2.7%	112 3.3%
	1062	234	494	462	419	337	338	3346

Table 2.3
Sex by Ethnicity

(Count and Percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
American Indian								
Male	1.7%	9.0%	1.4%	2.6%	2.1%	8.6%	1.8%	3.0%
Female	2.2%	14.5%	.8%	5.2%	3.1%	13.9%	.9%	4.4%
Asian								
Male	.5%		.4%		.2%		.3%	.3%
Female	1.4%	.4%	.4%			.9%		.6%
No Response	.1%				.2%			.1%
Black								
Male	.7%		.4%	.4%	1.7%	.9%	2.1%	.8%
Female	1.3%	.4%	.2%	.2%	.2%	.6%	.3%	.6%
White								
Male	26.0%	22.2%	38.5%	39.4	40.6%	22.6%	63.9%	34.7%
Female	57.8%	52.6%	54.9%	51.1%	49.4%	45.7%	26.9%	50.7%
No Response	.1%				.5%			.1%
Hispanic								
Male	.2%		.8%				.9%	.3%
Female	.3%	.4%	.6%		.7%	.3%		.3%
Filipino								
Male			.2%	.2%	.2%			.1%
Female			.2%	.2%				.1%
Other								
Male			.4%	.2%	.2%	1.5%		.3%
Female	.2%		.2%	.2%		.9%	.3%	.2%
No Response								
Male	.8%					3.0%	1.2%	.7%
Female	1.3%	.4%	.6%		.7%	1.2%		.7%
No Response	5.6%			.2%			1.5%	1.9%
	1062	234	494	462	419	337	338	3346

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Table 2.4
Is English Your First (Primary) Language?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Yes	971 91.4%	227 97.0%	487 98.6%	458 99.1%	411 98.1%	319 94.7%	331 97.9%	3204 95.8%
No	26 2.4%	5 2.1%	4 .8%	1 .2%	6 1.4%	14 4.2%	1 .3%	57 1.7%
No Response	65 6.1%	2 .9%	3 .6%	3 .6%	2 .5%	4 1.2%	6 1.8%	85 2.5%
Total	1062	234	494	462	419	337	338	3346

Table 2.5
Verified Learning Disability

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Yes								
Male	6 .6%	3 1.3%	3 .6%	2 .4%	3 .7%	7 2.1%	8 2.4%	32 1.0%
Female	16 1.5%	2 .9%	4 .8%	4 .9%	2 .5%	2 .6%	1 .3%	31 .9%
No								
Male	305 28.7%	68 29.1%	200 40.5%	196 42.4%	183 43.7%	109 32.3%	227 67.2%	1288 38.5%
Female	653 61.5%	158 67.5%	274 55.5%	258 55.8%	225 53.7%	209 62.0%	93 27.5%	1870 55.9%
Unknown	3 .3%			1 .2%	2 .5%			6 .2%
No Response								
Male	5 .5%	2 .9%	5 1.0%		3 .7%	7 2.1%	2 .6%	24 .7%
Female	16 1.5%	1 .4%	8 1.6%	1 .2%		3 .9%	2 .6%	31 .9%
Unknown	58 5.5%				1 .2%		5 1.5%	64 1.9%
Total	1062	234	494	462	419	337	338	3346

Table 2.6
Admission Status at this College

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
New, first time in any college								
Male	165 15.5%	50 21.4%	159 32.2%	177 38.3%	154 36.8%	97 28.8%	193 57.1%	995 29.7%
Female	356 33.5%	108 46.2%	191 38.7%	193 41.8%	175 41.8%	148 43.9%	74 21.9%	1245 37.2%
Unknown	1 .1%			1 .2%	3 .7%			5 .1%
New to this college, have attended other college								
Male	108 10.2%	20 8.5%	45 9.1%	13 2.8%	19 4.5%	17 5.0%	37 10.9%	259 7.7%
Female	239 22.5%	32 13.7%	85 17.2%	19 4.1%	27 6.4%	42 12.5%	13 3.8%	457 13.7%
Returning after absence from this college								
Male	11 1.0%	1 .4%	1 .2%	7 1.5%	6 1.4%	6 1.8%	2 .6%	34 1.0%
Female	24 2.3%	8 3.4%	7 1.4%	30 6.5%	10 2.4%	7 2.1%	4 1.2%	90 2.7%
Continuing at this college								
Male	27 2.5%	2 .9%	1 .2%	1 .2%	7 1.7%	2 .6%	5 1.5%	45 1.3%
Female	54 5.1%	13 5.6%	2 .4%	21 4.5%	15 3.6%	16 4.7%	3 .9%	124 3.7%
Unknown	2 .2%							2 .1%
No Response								
Male	5 .4%		2 .4%		3 .7%	1 .3%		11 .3%
Female	12 1.1%		1 .2%			1 .3%	2 .6%	16 .5%
Unknown	58 5.5%						5 1.5%	63 1.9%
Total	1062	234	494	462	419	337	338	3346

Table 2.7
Are You a Veteran?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Yes								
Male	47 4.4%	12 5.1%	11 2.2%	25 5.4%	13 3.1%	7 2.1%	18 5.3%	133 4.0%
Female	15 1.4%	3 1.3%	2 .4%	3 .6%	1 .2%		2 .6%	26 .8%
No								
Male	229 21.6%	53 22.6%	155 31.4%	156 33.8%	155 37.0%	89 26.4%	212 62.7%	1049 31.4%
Female	582 54.8%	133 56.8%	223 45.1%	251 54.3%	202 48.2%	177 52.5%	89 26.3%	1657 49.5%
Unknown	3 .3%			1 .2%	2 .5%			6 .2%
Active Duty								
Male	4 .4%		2 .4%	2 .4%	1 .2%			9 .3%
Female	4 .4%	1 .4%						5 .1%
No Response								
Male	36 3.4%	8 3.4%	40 8.1%	15 3.2%	20 4.8%	27 8.0%	7 2.1%	153 4.6%
Female	84 7.9%	24 10.3%	61 12.3%	9 1.9%	24 5.7%	37 11.0%	5 1.5%	244 7.3%
Unknown	58 5.5%				1 .2%		5 1.5%	64 1.9%
Total	1062	234	494	462	419	337	338	3346

Table 2.8
High School Education[1]

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Still in High School	2 .2%				1 .2%			3 .1%
Not a High School graduate	755 71.1%	164 70.1%	393 79.6%	262 56.7%	325 77.6%	179 53.1%	197 58.3%	2275[2] 68.0%
High School diploma	148 13.9%	50 21.4%	35 7.1%	49 10.6%	31 7.4%	30 8.9%	13 3.8%	356 10.6%
Foreign secondary diploma	17 1.6%	4 1.7%	4 .8%	1 .2%	3 .7%	5 1.5%	6 1.8%	40 1.2%
GED	19 1.8%	6 2.6%	9 1.8%	5 1.1%	6 1.4%	58 17.2%	4 1.2%	107 3.2%
No Response	121 11.4%	10 4.3%	53 10.7%	145 31.4%	53 12.6%	65 19.3%	118 34.9%	565 16.9%
Total	1062	234	494	462	419	337	338	3346

[1] *No provision was made on the 1990 CAPP forms for the High School Options students. This category has been included for question 7 on the 1991 CAPP forms.*

[2] *This high number could be attributed to the responses of High School Options students and students who took the test in the spring of the year before they graduated from high school.*

Table 2.9

Highest College Degree or Certificate Earned

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
No degree at this time	721 67.9%	193 82.5%	426 86.2%	413 89.4%	374 89.3%	271 80.4%	303 89.6%	2701 80.7%
Certificate	179 16.9%	17 7.3%	28 5.7%	31 6.7%	24 5.7%	30 8.9%	19 5.6%	328 9.8%
Associate Degree	14 1.3%	3 1.3%	9 1.8%	4 .9%	1 .2%	4 1.2%	4 1.2%	39 1.2%
Bachelor's Degree	3 .3%	1 .4%	2 .4%		1 .2%		1 .3%	8 .2%
Master's Degree or beyond	1 .1%							1 .0%
Other	24 2.3%	4 1.7%	10 2.0%	8 1.7%	8 1.9%	7 2.1%	1 .3%	62 1.9%
No Response	120 11.3%	16 6.8%	19 3.8%	6 1.3%	11 2.6%	25 7.4%	10 3.0%	207 6.2%
Total	1062	234	494	462	419	337	338	3346

Table 2.10
How Long Have You Been Out of School?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Still in school	120	10	93	189	76	66	204	758
	11.3%	4.3%	18.8%	40.9%	18.1%	19.6%	60.4%	22.7%
Less than 1 year	166	33	215	70	185	67	34	770
	15.6%	14.1%	43.5%	15.2%	44.2%	19.9%	10.1%	23.0%
1 - 2 years	139	21	54	38	41	46	29	368
	13.1%	9.0%	10.9%	8.2%	9.8%	13.6%	8.6%	11.0%
3 - 4 years	113	20	20	29	24	26	17	249
	10.6%	8.5%	4.0%	6.3%	5.7%	7.7%	5.0%	7.4%
5 - 10 years	159	44	29	50	30	40	22	374
	15.0%	18.8%	5.9%	10.8%	7.2%	11.9%	6.5%	11.2%
More than 10 years	268	100	74	84	61	81	21	689
	25.2%	42.7%	15.0%	18.2%	14.6%	24.0%	6.2%	20.6%
No Response	97	6	9	2	2	11	11	138
	9.1%	2.6%	1.8%	.4%	.5%	3.3%	3.3%	4.1%
Total	1062	234	494	462	419	337	338	3346

Table 2.11
Years of English Completed in High School

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Less than 1 year in high school	53 5.0%	9 3.8%	4 .8%	11 2.4%	5 1.2%	20 5.9%	1 .3%	103 3.1%
1 year in high school	64 6.0%	17 7.3%	16 3.2%	19 4.1%	10 2.4%	13 3.9%	10 3.0%	149 4.5%
2 years in high school	133 12.5%	33 14.1%	41 8.3%	37 8.0%	32 7.6%	50 14.8%	11 3.3%	337 10.1%
3 years in high school	391 36.8%	61 26.1%	85 17.2%	183 39.6%	98 23.4%	77 22.8%	60 17.8%	955 28.5%
4 years in high school	307 28.9%	100 42.7%	338 68.4%	207 44.8%	271 64.7%	164 48.7%	242 71.6%	1629 48.7%
No Response	114 10.7%	14 6.0%	10 2.0%	5 1.1%	3 .7%	13 3.9%	14 4.1%	173 5.2%
Total	1062	234	494	462	419	337	338	3346

Table 2.12
Grade Received in the Last English Class Completed

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
A	95 8.9%	22 9.4%	81 16.4%	64 13.9%	58 13.8%	44 13.1%	40 11.8%	404 12.1%
B	373 35.1%	73 31.2%	172 34.8%	179 38.7%	152 36.3%	121 35.9%	128 37.9%	1198 35.8%
C	387 36.4%	106 45.3%	184 37.2%	173 37.4%	161 38.4%	118 35.0%	130 38.5%	1259 37.6%
D	44 4.1%	13 5.6%	27 5.5%	34 7.4%	35 8.4%	18 5.3%	22 6.5%	193 5.8%
F	5 .5%		2 .4%	2 .4%	3 .7%	4 1.2%	1 .3%	17 .5%
No Response	158 14.8%	20 8.5%	28 5.7%	10 2.2%	10 2.4%	32 9.5%	17 5.0%	275 8.2%
Total	1062	234	494	462	419	337	338	3346

Table 2.13
High School Grade Point Average

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
A- to A	29	5	35	29	33	19	12	162
	2.7%	2.1%	7.1%	6.3%	7.9%	5.6%	3.6%	4.8%
B to A-	146	28	109	80	75	71	63	572
	13.7%	12.0%	22.1%	17.3%	17.9%	21.1%	18.6%	17.1%
B- to B	260	50	110	99	96	67	82	764
	24.5%	21.4%	22.3%	21.4%	22.9%	19.9%	24.3%	22.8%
C to B-	284	74	127	120	117	83	103	908
	26.7%	31.6%	25.7%	26.0%	27.9%	24.6%	30.5%	27.1%
C- to C	165	41	63	100	64	64	58	555
	15.5%	17.5%	12.8%	21.6%	15.3%	19.0%	17.2%	16.6%
D to C-	46	17	14	31	19	11	13	151
	4.3%	7.3%	2.8%	6.7%	4.5%	3.3%	3.8%	4.5%
Below D	1		1	1	4	4		11
	.1%		.2%	.2%	1.0%	1.2%		.3%
No Response	131	19	35	2	11	18	7	223
	12.3%	8.1%	7.1%	.4%	2.6%	5.3%	2.1%	6.7%
Total	1062	234	494	462	419	337	338	3346

Table 2.14
High School Last Attended

(Count by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Mesabi East-Aurora			12		41		3	56
JFK-Babbitt			2		4		7	13
Barnum HS	5		2				3	10
Lake of the Woods-Baudette						13		13
Bemidji Sr HS			1	7			3	11
Bigfork HS			5	8				13
Carlton HS	7	14					1	22
Chisholm Sr HS			42	1			1	44
Cloquet Sr HS	13		4	1	2		2	22
Faith Christian School-Carlton		56						56
Fond du Lac Ojibway School-Cloquet	4	7			2			13
Greenway HS-Coleraine			21	39			1	61
Cook HS		1	6		10		1	18
Deer River HS	1		1	31		3	1	37
Marshal School-Duluth	15	1			1			17
Duluth Central HS	139	3			4			146
Denfeld Sr HS-Duluth	125	3	3	2	1		1	135
Duluth East HS	97	6	2	1			1	107
Hermantown HS-Duluth	36	1	3		1		1	42
Morgan Park HS-Duluth	6	3	1					10
Memorial HS-Ely			3		3		66	72
Esco HS	11	3	3		1		3	21
Eveleth/Gilbert Sr HS			11		70			81
Lincoln HS-Floodwood	6			8			2	16
Grand Rapids HS	1		6	156		2	3	168
Hibbing Sr HS			121	4	6	1		132

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Hill City HS			1	11		1		13
Falls HS-Intl Falls		1	1			97		99
Cherry HS			18		6		1	25
Little Fork-Big Falls HS			1	3		12		16
Mt Iron/Buhl HS			11		41			52
Nashwauk/Keewatin HS			50	5				55
Orr HS			2		6	8	1	17
Proctor HS	58	5	5	6			1	75
Northland HS-Remer			1	11				12
William M Kelley-Silver Bay	12		1		1		4	18
Silver Lake HS			1		14		1	16
Two Harbors HS	37		1		1		1	40
Virginia HS			8		92		1	101
Other Minnesota HS	120	39		62	33	3	6	263
Wisconsin HS	37		8				36	81
Other Out-of-State HS	78	18	33	37	32	18	32	248
GED	35	23	2	20	13	9	6	108
Foreign HS		1	7		3	2		13
Other	219	49	94	49	31	168	148	758
Total	1062	234	494	462	419	337	338	3346

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Table 2.15
Highest Level Math Class Completed

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
None	11 1.0%	4 1.7%	1 .2%	2 .4%		12 3.6%	1 .3%	31 .9%
Basic Math (Arithmetic)	298 28.1%	81 34.6%	69 14.0%	105 22.7%	64 15.3%	93 27.6%	48 14.2%	758 22.7%
Algebra I (Beginning)	293 27.6%	71 30.3%	104 21.1%	110 23.8%	103 24.6%	81 24.0%	71 21.0%	833 24.9%
Geometry	166 15.6%	29 12.4%	77 15.6%	84 18.2%	66 15.8%	34 10.1%	56 16.6%	512 15.3%
Algebra II (Intermediate)	101 9.5%	25 10.7%	127 25.7%	85 18.4%	94 22.4%	56 16.6%	81 24.0%	569 17.0%
Trigonometry	47 4.4%	11 4.7%	49 9.9%	44 9.5%	24 5.7%	31 9.2%	33 9.8%	239 7.1%
College Algebra/ Pre-Calculus	33 3.1%	6 2.6%	29 5.9%	23 5.0%	57 13.6%	7 2.1%	34 10.1%	189 5.6%
Calculus	10 .9%	1 .4%	25 5.1%	6 1.3%	8 1.9%	8 2.4%	6 1.8%	64 1.9%
No Response	103 9.7%	6 2.6%	13 2.6%	3 .6%	3 .7%	15 4.5%	8 2.4%	151 4.5%
Total	1062	234	494	462	419	337	338	3346

Table 2.16
Grade Received in the Last Math Class Completed

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
A	88 8.3%	14 6.0%	56 11.3%	49 10.6%	45 10.7%	35 10.4%	22 6.5%	309 9.2%
B	249 23.4%	62 26.5%	150 30.4%	116 25.1%	127 30.3%	100 29.7%	94 27.8%	898 26.8%
C	465 43.8%	113 48.3%	194 39.3%	210 45.5%	171 40.8%	140 41.5%	163 48.2%	1456 43.5%
D	120 11.3%	22 9.4%	61 12.3%	72 15.6%	66 15.8%	28 8.3%	48 14.2%	417 12.5%
F	11 1.0%	2 .9%	5 1.0%	8 1.7%	3 .7%	6 1.8%	2 .6%	37 1.1%
No Response	129 12.1%	21 9.0%	28 5.7%	7 1.5%	7 1.7%	28 8.3%	9 2.7%	229 6.8%
Total	1062	234	494	462	419	337	338	3346

Table 2.17
How Long Ago Did You Complete Your Last Math Class?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Currently enrolled in a math course	44 4.1%	3 1.3%	27 5.5%	73 15.8%	14 3.3%	45 13.4%	61 18.0%	267 8.0%
Less than 1 year	111 10.5%	20 8.5%	132 26.7%	77 16.7%	136 32.5%	58 17.2%	63 18.6%	597 17.8%
1 - 2 years	184 17.3%	34 14.5%	151 30.6%	137 29.7%	121 28.9%	61 18.1%	129 38.2%	817 24.4%
3 - 5 years	204 19.2%	32 13.7%	62 12.6%	44 9.5%	50 11.9%	45 13.4%	36 10.7%	473 14.1%
More than 5 years	414 39.0%	137 58.5%	113 22.9%	130 28.1%	94 22.4%	114 33.8%	42 12.4%	1044 31.2%
No Response	105 9.9%	8 3.4%	9 1.8%	1 .2%	4 1.0%	14 4.2%	7 2.1%	148 4.4%
Total	1062	234	494	462	419	337	338	3346

Table 2.18
Plan to Attend...

(Count and percentage by college)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Day	579 54.5%	115 49.1%	392 79.4%	255 55.2%	323 77.1%	245 72.7%	310 91.7%	2219 66.3%
Evening	96 9.0%	33 14.1%	14 2.8%	11 2.4%	13 3.1%	6 1.8%	1 .3%	174 5.2%
Day & Evening	261 24.6%	74 31.6%	75 15.2%	188 40.7%	81 19.3%	78 23.1%	17 5.0%	774 23.1%
Weekend	1 .1%							1 .0%
No Response	125 11.8%	12 5.1%	13 2.6%	8 1.7%	2 .5%	8 2.4%	10 3.0%	178 5.3%
Total	1062	234	494	462	419	337	338	3346

Table 2.19
College Credits Planned for Next Term

(Count and percentage by college)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Less than 6 credits	168 15.8%	41 17.5%	43 8.7%	24 5.2%	28 6.7%	28 8.3%	31 9.2%	363 10.8%
6 - 8 credits	182 17.1%	33 14.1%	45 9.1%	38 8.2%	29 6.9%	55 16.3%	9 2.7%	391 11.7%
9 - 11 credits	124 11.7%	22 9.4%	39 7.9%	37 8.0%	41 9.8%	27 8.0%	7 2.1%	297 8.9%
12 credits or more	437 41.1%	112 47.9%	333 67.4%	362 78.4%	313 74.7%	195 57.9%	281 83.1%	2033 60.8%
No Response	151 14.2%	26 11.1%	34 6.9%	1 .2%	8 1.9%	32 9.5%	10 3.0%	262 7.8%
Total	1062	234	494	462	419	337	338	3346

Table 2.20
Employment Hours Planned While Enrolled

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
None	285	83	146	124	102	127	76	943
	26.8%	35.5%	29.6%	26.8%	24.3%	37.7%	22.5%	28.2%
1 - 10 hours/week	79	19	48	73	61	44	183	507
	7.4%	8.1%	9.7%	15.8%	14.6%	13.1%	54.1%	15.2%
11 - 20 hours/week	203	32	142	132	145	63	46	763
	19.1%	13.7%	28.7%	28.6%	34.6%	18.7%	13.6%	22.8%
21 - 30 hours/week	194	31	90	85	67	54	19	540
	18.3%	13.2%	18.2%	18.4%	16.0%	16.0%	5.6%	16.1%
31 - 40 hours/week	159	42	31	42	29	26	5	334
	15.0%	17.9%	6.3%	9.1%	6.9%	7.7%	1.5%	10.0%
More than 40 hours/week	34	15	9	4	8	8	2	80
	3.2%	6.4%	1.8%	.9%	1.9%	2.4%	.6%	2.4%
No Response	108	12	28	2	7	15	7	179
	10.2%	5.1%	5.7%	.4%	1.7%	4.5%	2.1%	5.3%
Total	1062	234	494	462	419	337	338	3346

Table 2.21
Most Important Educational Goal at this College

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Complete courses but no degree	63	15	30	21	11	19	15	174
	5.9%	6.4%	6.1%	4.5%	2.6%	5.6%	4.4%	5.2%
Complete courses and transfer	66	11	8	62	5	58	6	216
	6.2%	4.7%	1.6%	13.4%	1.2%	17.2%	1.8%	6.5%
Earn a 1-year occupational certificate	375	92	155	110	73	86	137	1028
	35.3%	39.3%	31.4%	23.8%	17.4%	25.5%	40.5%	30.7%
Earn a 2-year degree	163	46	157	111	191	42	69	779
	15.3%	19.7%	31.8%	24.0%	45.6%	12.5%	20.4%	23.3%
Earn a 2-year degree and transfer	273	55	125	154	134	106	102	949
	25.7%	23.5%	25.3%	33.3%	32.0%	31.5%	30.2%	28.4%
No Response	122	15	19	4	5	26	9	200
	11.5%	6.4%	3.8%	.9%	1.2%	7.7%	2.7%	6.0%
Total	1062	234	494	462	419	337	338	3346

Table 2.22
I Would Like Information About:

(Count by Sex by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Orientation to College								
Male	61	13	47	52	23	23	22	241
Female	154	16	80	48	24	40	15	377
Unknown	1							1
TOTAL	216	29	127	100	47	63	37	619
Choosing a Major								
Male	52	21	56	71	57	29	45	331
Female	102	42	43	64	70	36	29	386
TOTAL	154	63	99	135	127	65	74	717
Career Planning								
Male	64	24	62	49	57	37	77	370
Female	149	52	57	63	81	60	35	497
Unknown	1			1	1			3
TOTAL	214	76	119	113	139	97	112	870
Counseling								
Male	49	9	31	20	20	19	18	166
Female	90	11	*32	37	28	34	10	242
Unknown	1							1
TOTAL	140	20	63	57	48	53	28	409
Transferring								
Male	70	9	67	63	58	29	81	377
Female	125	25	63	59	88	45	45	450
TOTAL	195	34	130	122	146	74	126	827
Study Skills								
Male	75	18	42	43	53	33	58	322
Female	204	48	62	73	75	62	26	550
Unknown				1	1			2
TOTAL	279	66	104	117	129	95	84	874
Math Improvement								
Male	85	25	45	41	43	42	78	359
Female	193	43	61	62	59	59	27	504
Unknown				1	1			2
TOTAL	278	68	106	104	103	101	105	865

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Reading Improvement								
Male	45	12	24	16	20	18	31	166
Female	97	23	22	26	16	31	8	223
Unknown				1				1
TOTAL	142	35	46	43	36	49	39	390
Writing Improvement								
Male	68	14	31	17	31	19	40	220
Female	106	31	23	30	39	31	12	272
TOTAL	174	45	54	47	70	50	52	492
English as a Second Language								
Male	6	1	1		3	3		14
Female	17	2	3	2	3	7		34
Unknown	1				1			2
TOTAL	24	3	4	2	7	10		50
Learning Disabilities								
Male	10	2	2	6	6	4	9	39
Female	17	2	1	5	5	4	3	37
TOTAL	27	4	3	11	11	8	12	76
Tutoring								
Male	35	8	14	23	17	11	47	155
Female	63	15	25	26	37	22	17	205
Unknown				1	1			2
TOTAL	98	23	39	50	55	33	64	362
Financial Aid								
Male	110	27	62	63	58	39	75	434
Female	264	52	107	81	84	93	30	711
Unknown	1							1
TOTAL	375	79	169	144	142	132	105	1146
Job Placement								
Male	75	24	43	58	46	19	117	382
Female	138	37	63	88	54	42	36	458
TOTAL	213	61	106	146	100	61	153	840
Child Care								
Male	14	2	3	4	1	3	5	32
Female	111	26	46	40	18	30	9	280
TOTAL	125	28	49	44	19	33	14	312

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Student Activities								
Male	39	10	43	33	30	22	63	240
Female	69	15	36	56	48	40	28	292
Unknown				1				1
TOTAL	108	25	79	90	78	62	91	533
Disabled Student Services								
Male	7	2	2	4	5	2	2	24
Female	2	1	1	1	1	1		7
TOTAL	9	3	3	5	6	3	2	31
Veterans' Program								
Male	28	9	7	18	9	2	17	90
Female	14	3	1	1	2	2	4	27
TOTAL	42	12	8	19	11	4	21	117
Work Experience Credit								
Male	43	12	34	36	14	13	56	208
Female	136	24	41	56	45	33	20	355
Unknown					1			1
TOTAL	179	36	75	92	60	46	76	564
Other								
Male	7	2	2	3			1	15
Female	7	1	2	8		5	2	25
TOTAL	14	3	4	11		5	3	40

Table 2.23
Majors

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Agriculture		1 .4%		15 3.2%	1 .2%	7 2.1%	9 2.7%	33 1.0%
Architecture	3 .3%		3 .6%	3 .6%	4 1.0%	1 .3%	2 .6%	16 .5%
Biological Sciences	5 .5%	2 .9%	4 .8%	2 .4%	6 1.4%	5 1.5%	5 1.5%	29 .9%
Business and Management	47 4.4%			34 7.4%		15 4.5%	5 1.5%	101 3.0%
Accounting		10 4.3%	22 4.5%		28 6.7%	17 5.0%	7 2.1%	84 2.5%
Business Administration		13 5.6%	31 6.3%		40 9.5%	5 1.5%	1 .3%	90 2.7%
Mass Media Communications			6 1.2%	3 .6%		1 .3%	1 .3%	11 .3%
Computer and Information Science	19 1.8%	9 3.8%	6 1.2%	3 .6%	5 1.2%	3 .9%	3 .9%	48 1.4%
Education	15 1.4%	1 .4%		33 7.1%			1 .3%	50 1.5%
Elementary Education		12 5.1%	16 3.2%	1 .2%	32 7.6%	9 2.7%	6 1.8%	76 2.3%
Secondary Education			7 1.4%		6 1.4%	2 .6%		15 .4%
Physical Education			8 1.6%		10 2.4%	3 .9%	1 .3%	22 .7%
Business Education	22 2.1%		5 1.0%		4 1.0%			31 .9%
Engineering	15 1.4%		8 1.6%	18 3.9%	22 5.3%	6 1.8%	11 3.3%	80 2.4%
Art	13 1.2%		2 .4%	3 .6%	4 1.0%			22 .7%
Health Professional	68 6.4%		2 .4%	20 4.3%		3 .9%		93 2.8%
Nursing Professional		18 7.7%	14 2.8%		18 4.3%	6 1.8%	6 1.8%	62 1.9%
Medicine		1 .4%	4 .8%		7 1.7%	1 .3%	2 .6%	15 .4%

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Physical Therapy		3 1.3%	3 .6%		14 3.3%	1 .3%	1 .3%	22 .7%
Law		4 1.7%	3 .6%	10 2.2%	13 3.1%	8 2.4%	3 .9%	41 1.2%
Psychology	21 2.0%	3 1.3%	10 2.0%	11 2.4%	13 3.1%	7 2.1%	4 1.2%	69 2.1%
Social Work		5 2.1%	3 .6%		7 1.7%	4 1.2%	3 .9%	22 .7%
Joint High School Student	3 .3%		38 7.7%	2 .4%	3 .7%		28 8.3%	74 2.2%
Interdisc., Liberal Arts and Sciences	3 .3%	11 4.7%			45 10.7%	1 .3%		60 1.8%
General Studies	10 .9%					2 .6%		12 .4%
Liberal Arts	32 3.0%			16 3.5%				48 1.4%
Liberal Arts-General	17 1.6%							17 .5%
Special Transfer	11 1.0%			2 .4%		2 .6%		15 .4%
Adult Special	5 .5%	1 .4%	1 .2%	3 .6%		1 .3%		11 .3%
Clerical			7 1.4%	3 .6%		2 .6%		12 .4%
Accounting Technician				19 4.1%		3 .9%	2 .6%	24 .7%
Secretarial/Clerk Typist		1 .4%	9 1.8%	6 1.3%	10 2.4%	4 1.2%		30 .9%
Legal Secretary			4 .8%	8 1.7%				12 .4%
Medical Secretary			6 1.2%	3 .6%		1 .3%		10 .3%
Legal Assistant				10 2.2%		1 .3%		11 .3%
Medical Lab Technician	42 4.0%		9 1.8%					51 1.5%
Radiologic Technology	28 2.6%		2 .4%					30 .9%
Nursing (Associate Degree)	199 18.7%		36 7.3%			3 .9%		238 7.1%

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Practical Nursing			25 5.1%	50 10.8%		2 .6%		77 2.3%
Occupational Therapy Assistant	40 3.8%							40 1.2%
Nurses' Aid-Geriatric				10 2.2%		45 13.4%		55 1.6%
Respiratory Care Practitioner	21 2.0%		10 2.0%					31 .9%
Physical Therapy Assistant	58 5.5%		1 .2%			1 .3%		60 1.8%
Sports Medicine Technology			11 2.2%					11 .3%
Chemical Dependency	11 1.0%							11 .3%
CAD Technology			18 3.6%					18 .5%
Natural Resources Technology				13 2.8%		1 .3%	49 14.5%	63 1.9%
Water & Wastewater Technology							17 5.0%	17 .5%
Law Enforcement	38 3.6%	24 10.3%	15 3.0%		11 2.6%		5 1.5%	93 2.8%
Fire Safety Technology	35 3.3%							35 1.0%
Natural Resources Law Enforcement							39 11.5%	39 1.2%
Ojibwe Bilingual		5 2.1%			9 2.1%	9 2.7%		23 .7%
Professional Pilot				2 .4%			34 10.1%	36 1.1%
Human Services	14 1.3%	29 12.4%		24 5.2%	10 2.4%	7 2.1%		84 2.5%
Undecided	78 7.3%	33 14.1%	67 13.6%	89 19.3%	38 9.1%	72 21.4%	39 11.5%	416 12.4%
No Response	153 14.4%	30 12.8%	31 6.3%	1 .2%	12 2.9%	32 9.5%	10 3.0%	269 8.0%
All Others	36 3.4%	18 7.7%	47 9.5%	45 9.7%	47 11.2%	44 13.1%	44 13.0%	281 8.4%
Total	1062	234	494	462	419	337	338	3346

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Table 2.24
How Definite is Your Choice of Major?[1]

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Very	41 3.9%				2 .5%			43 1.3%
Fairly	81 7.6%							81 2.4%
Unsure	47 4.4%							47 1.4%
No Response	893 84.1%	234 100%	494 100%	494 100%	417 99.5%	337 100%	338 100%	3175 94.9%
Total	1062	234	494	462	419	337	338	3346

[1] Five institutions scored 100% "No Response" to this question. There is a data incompatibility which appears to be a program fault within CAPP.

Table 2.25
Transfer College

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Bemidji State University	1 .1%	1 .4%	40 8.1%	56 12.1%	37 8.8%	25 7.4%	10 3.0%	170 5.1%
College of St Scholastica	47 4.4%	8 3.4%	10 2.0%	5 1.1%	12 2.9%		2 .6%	84 2.5%
Hibbing Community College		1 .4%	4 .8%	19 4.1%	10 2.4%		1 .3%	35 1.0%
St Cloud State University			13 2.6%	17 3.7%	19 4.5%	3 .9%	7 2.1%	59 1.8%
University of Minnesota-Twin Cities	4 .4%	3 1.3%	9 1.8%	17 3.7%	22 5.3%	4 1.2%	15 4.4%	74 2.2%
University of Minnesota-Duluth	107 10.1%	31 13.2%	33 6.7%	31 6.7%	60 14.3%	13 3.9%	12 3.6%	287 8.6%
University of Wisconsin-Superior	41 3.9%			4 .9%			2 .6%	47 1.4%
Other Minnesota College	52 4.9%	5 2.1%	55 11.1%	55 11.9%	52 12.4%	31 9.2%	41 12.1%	291 8.7%
Minnesota Technical College	201 18.9%	13 5.6%			4 1.0%			218 6.5%
Out-of-State College	27 2.5%	7 3.0%		14 3.0%	35 8.4%	8 2.4%	15 4.4%	106 3.2%
Not Sure Where I'll Transfer	103 9.7%	68 29.1%		124 26.8%	118 28.2%	114 33.8%	138 40.8%	665 19.9%
Not Planning to Transfer	105 9.9%	34 14.5%	1 .2%	103 22.3%	24 5.7%	79 23.4%	80 23.7%	426 12.7%
No Response	364 34.3%	62 26.5%	320 64.8%	8 1.7%	24 5.7%	48 14.2%	13 3.8%	839 25.1%
Unclear Response	10 .9%	1 .4%	9 1.8%	9 1.9%	2 .5%	12 3.6%	2 .6%	45 1.3%
Total	1062	234	494	462	419	337	338	3346

Table 2.26

How Important is it to the People Closest to You that You Go To College?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Not very important	68 6.4%	27 11.5%	27 5.5%	21 4.5%	22 5.3%	18 5.3%	16 4.7%	199 5.9%
Somewhat important	313 29.5%	98 41.9%	114 23.1%	155 33.5%	112 26.7%	119 35.3%	109 32.2%	1020 30.5%
Very important	575 54.1%	102 43.6%	346 70.0%	284 61.5%	281 67.1%	189 56.1%	206 60.9%	1983 59.3%
No Response	106 10.0%	7 3.0%	7 1.4%	2 .4%	4 1.0%	11 3.3%	7 2.1%	144 4.3%
Total	1062	234	494	462	419	337	338	3346

Table 2.27

How Important is College to You Personally?

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Not very important	3 .3%	1 .4%		2 .4%		2 .6%	2 .6%	10 .3%
Somewhat important	68 6.4%	26 11.1%	36 7.3%	52 11.3%	33 7.9%	44 13.1%	47 13.9%	306 9.1%
Very important	883 83.1%	200 85.5%	451 91.3%	407 88.1%	379 90.5%	282 83.7%	282 83.4%	2884 86.2%
No Response	108 10.2%	7 3.0%	7 1.4%	1 .2%	7 1.7%	9 2.7%	7 2.1%	146 4.4%
Total	1062	234	494	462	419	337	338	3346

Table 2.28 (Revised)
Recommended Placements

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Math (# Respondents)	1039	234	475	462	412	336	307	3265
Undetermined			10 2.1%		2 .5%		25 8.1%	37 1.1%
Remedial	983 94.6%	234 100%	253 53.3%	364 78.8%	344 83.5%	120 35.7%	185 60.3%	2483 76.0%
College level	56 5.4%		212 44.6%	98 21.2%	66 16.0%	216 64.3%	97 31.6%	745 22.8%
English (# Respondents)	1060	234	490	462	407	331	315	3299
Undetermined	36 3.4%		90 18.4%					126 3.8%
Remedial	580 54.7%	95 40.6%	97 19.8%	216 46.8%	155 38.1%	192 58.0%	184 58.4%	1519 46.0%
College level	444 41.9%	139 59.4%	303 61.8%	246 53.2%	252 61.9%	139 42.0%	131 41.6%	1654 50.1%
Reading A (# Respondents)	1062	234	20	462	406	331	297	2812
Undetermined	91 8.6%							91 3.2%
Remedial	231 21.8%	59 25.2%	8 40.0%	139 30.1%	91 22.4%	113 34.1%	85 28.6%	726 25.8%
College level	740 69.7%	175 74.8%	12 60.0%	323 69.9%	315 77.6%	218 65.9%	212 71.4%	1995 70.9%
Reading B (# Respondents)	84						330	414
Undetermined							88 26.7%	88 21.3%
Remedial	58 69.0%							58 14.0%
College level	26 31.0%						242 73.3%	268 64.7%
Total Number of Test-takers	1062	234	494	462	419	337	338	3346

Table 2.29
Employment Hours Planned by Credits

(Count and percentage by College)

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
Less than 6 credits								
Work Hours/Week:								
None	41	9	9	16	7	7	12	101
	3.9%	3.8%	1.8%	3.5%	1.7%	2.1%	3.6%	3.0%
1 - 10	13	1	6	1	3	1	5	30
	1.2%	.4%	1.2%	.2%	.7%	.3%	1.5%	.9%
11 - 20	24	3	8		5	8	9	57
	2.3%	1.3%	1.6%		1.2%	2.4%	2.7%	1.7%
21 - 30	24	3	6	1	3	5	3	45
	2.3%	1.3%	1.2%	.2%	.7%	1.5%	.9%	1.3%
31 - 40	47	15	11	5	7	6	1	92
	4.4%	6.4%	2.2%	1.1%	1.7%	1.8%	.3%	2.7%
More than 40	19	10	2	1	3	1	1	37
	1.8%	4.3%	.4%	.2%	.7%	.3%	.3%	1.1%
No Response			1					1
			.2%					.0%
6 - 8 Credits								
Work Hours/Week								
None	48	7	15	9	7	16	3	105
	4.5%	3.0%	3.0%	1.9%	1.7%	4.7%	.9%	3.1%
1 - 10	13	4	2	3	4	8	2	36
	1.2%	1.7%	.4%	.6%	1.0%	2.4%	.6%	1.1%
11 - 20	30	6	9	6	10	9	1	71
	2.8%	2.6%	1.8%	1.3%	2.4%	2.7%	.3	2.1%
21 - 30	38	5	8	10	1	5	1	68
	3.6%	2.1%	1.6%	2.2%	.2%	1.5%	.3%	2.0%
31 - 40	49	6	8	9	4	12	2	90
	4.6%	2.6%	1.6%	1.9%	1.0%	3.6%	.6%	2.7%
More than 40	4	4	3		3	4		18
	.4%	1.7%	.6%		.7%	1.2%		.5%
No Response		1		1		1		3
		.4%		.2%		.3%		.1%
9 - 11 Credits								
Work Hours/Week								
None	35	10	18	7	9	10	4	93
	3.3%	4.3%	3.6%	1.5%	2.1%	3.0%	1.2%	2.8%
1 - 10	10		1	5	5	3	1	25
	.9%		.2%	1.1%	1.2%	.9%	.3%	.7%
11 - 20	28	2	8	15	12	3	2	70
	2.6%	.9%	1.6%	3.2%	2.9%	.9%	.6%	2.1%

	Duluth	Fond du Lac	Hibbing	Itasca	Mesabi	Rainy River	Vermilion	Arrowhead
21 - 30	26 2.4%	5 2.1%	9 1.8%	6 1.3%	11 2.6%	9 2.7%		66 2.0%
31 - 40	18 1.7%	5 2.1%	2 .4%	4 .9%	3 .7%	1 .3%		33 1.0%
More than 40	6 .6%		1 .2%		1 .2%	1 .3%		9 .3%
No Response	1 .1%							1 .0%
12 or More Credits								
Work Hours/Week								
None	146 13.7%	50 21.4%	97 19.6%	92 19.9%	75 17.9%	81 24.0%	56 16.6%	597 17.8%
1 - 10	40 3.8%	13 5.6%	36 7.3%	64 13.9%	49 11.7%	31 9.2%	175 51.8%	408 12.2%
11 - 20	110 10.4%	20 8.5%	111 22.5%	111 24.0%	117 27.9%	40 11.9%	32 9.5%	541 16.2%
21 - 30	98 9.2%	15 6.4%	62 12.6%	68 14.7%	52 12.4%	33 9.8%	15 4.4%	343 10.3%
31 - 40	36 3.4%	12 5.1%	9 1.8%	24 5.2%	15 3.6%	6 1.8%	2 .6%	104 3.1%
More than 40	5 .5%		3 .6%	3 .6%	1 .2%	1 .3%	1 .3%	14 .4%
No Response	2 .2%	2 .9%	15 3.0%		4 1.0%	3 .9%		26 .8%
Unknown number of Credits								
Work Hours/Week								
None	15 1.4%	7 3.0%	7 1.4%		4 1.0%	13 3.9%	1 .3%	47 1.4%
1 - 10	3 .3%	1 .4%	3 .6%			1 .3%		8 .2%
11 - 20	11 1.0%	1 .4%	6 1.2%		1 .2%	3 .9%	2 .6%	24 .7%
21 - 30	8 .8%	3 1.3%	5 1.0%			2 .6%		18 .5%
31 - 40	9 .8%	4 1.7%	1 .2%			1 .3%		15 .4%
More than 40		1 .4%				1 .3%		2 .1%
No Response	105 9.9%	9 3.8%	12 2.4%	1 .2%	3 .7%	11 3.3%	7 2.1%	148 4.4%
Total	1062	234	494	462	419	337	338	3346

TODAY'S DATE

MONTH	DAY	YEAR

PLEASE PRINT TODAY'S DATE

DIRECTIONS
- Use ☛ PENCIL ONLY ☚
- Fill in bubble completely
- Erase completely to change

CAPP

Computerized Assessment and Placement Programs

LAST NAME | **FIRST NAME** | **M.I.**

SOCIAL SECURITY NUMBER

DATE OF BIRTH

MONTH	DAY	YEAR

STUDENT IDENTIFICATION NUMBER

1. ETHNIC BACKGROUND

(Choose only one)

- American Indian/Alaskan Native
- Asian
- Pacific Islander
- Black/not of Hispanic Origin
- White/not of Hispanic Origin
- Hispanic
- Filipino
- Other

2. SEX

- Male
- Female

3. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE?

- Yes
- No

4. DO YOU HAVE A VERIFIED LEARNING DISABILITY (SUCH AS DYSLEXIA)?

- Yes
- No

5. WHAT IS YOUR ADMISSION STATUS AT THIS COLLEGE?

- New (first time in any college)
- New to this college but have attended other college
- Returning to this college after absence from this college
- Continuing at this college

6. ARE YOU A VETERAN?

- Yes
- Active Duty

Minnesota Community Colleges

Academic Skills Assessment Program

FOR OFFICE USE ONLY

SCORE 1	SCORE 2	SCORE 3	SCORE 4	SCORE 5	READING RATE (WPM)

MAKE NO MARKS IN THIS AREA

017000

ADDRESS: Number and Street — Separate with a space.

CITY

STATE

ZIP CODE

AREA CODE

TELEPHONE NUMBER

CAPP

PAGE 2

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MAKE NO MARKS IN THIS AREA

EDUCATIONAL BACKGROUND

7. HIGH SCHOOL EDUCATION: *(Choose only one)*

- Still in H S
- Not a H S graduate
- GED
- High School diploma
- H S proficiency
- Foreign secondary diploma
- Certificate of completion

8. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED:

- No degree at this time
- Bachelor's Degree
- Certificate
- Master's Degree or beyond
- Associate Degree
- Other

9. HOW LONG HAVE YOU BEEN OUT OF SCHOOL? *(Don't count or include summer)*

- Still in school
- 3-4 years
- Less than 1 year
- 5-10 years
- 1-2 years
- More than 10 years

10. HOW MANY YEARS OF ENGLISH HAVE YOU COMPLETED IN HIGH SCHOOL? *(Do not include ESL)*

- Less than 1 year in high school
- 1 year in high school
- 3 years in high school
- 2 years in high school
- 4 years in high school

11. WHAT GRADE DID YOU RECEIVE IN THE LAST ENGLISH CLASS YOU COMPLETED?

A B C D F

12. WHAT IS YOUR HIGH SCHOOL GRADE POINT AVERAGE *(G.P.A)*?

A to A	3.5-4.0
B to A	3.0-3.4
B to B	2.5-2.9
C to B	2.0-2.4
C to C	1.5-1.9
D to C	1.0-1.4
Below D	0-0.9

13. HIGH SCHOOL LAST ATTENDED: *(Use code sheet)*

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14. WHAT IS THE HIGHEST LEVEL MATH CLASS YOU HAVE COMPLETED?

- None
- Basic math (arithmetic)
- Algebra I (beginning)
- Geometry
- Algebra II (intermediate)
- Trigonometry
- College Algebra, Pre-calculus
- Calculus

15. WHAT GRADE DID YOU RECEIVE IN THE LAST MATH CLASS YOU COMPLETED?

A B C D F

16. HOW LONG AGO DID YOU COMPLETE YOUR LAST MATH CLASS?

- Currently enrolled in a math course
- Less than 1 year
- 3-5 years
- 1-2 years
- More than 5 years

COLLEGE PLANS

17. PLAN TO ATTEND:

Day Evening Day and evening Weekend

18. COLLEGE CREDITS PLANNED FOR NEXT TERM:

- Less than 6 credits
- 9-11 credits
- 6-8 credits
- 12 credits or more

19. EMPLOYMENT HOURS PLANNED WHILE ENROLLED:

- None
- 21-30 hours/week
- 1-10 hours/week
- 31-40 hours/week
- 11-20 hours/week
- More than 40 hours/week

20. MOST IMPORTANT EDUCATIONAL GOAL:

- Personal enrichment only
- Two year degree
- H S diploma
- Transfer to a 4 year college
- Vocational training/ certificate
- Other

21. I WOULD LIKE INFORMATION ABOUT: *(Check all that apply)*

- Orientation to college
- Learning disabilities
- Choosing a major
- Tutoring
- Career planning
- Financial aid
- Counseling
- Job placement
- Transferring
- Child care
- Study skills
- Student activities
- Math improvement
- Disabled student services
- Reading improvement
- Veterans program
- Writing improvement
- Work experience credit
- English as a Second Language
- Other

22. MAJOR: Use code sheet

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

23. HOW DEFINITE IS YOUR CHOICE OF MAJOR?

- Very
- Fairly
- Unsure

24. TRANSFER COLLEGE:

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

25. HOW IMPORTANT IS IT TO THE PEOPLE CLOSEST TO YOU THAT YOU GO TO COLLEGE?

- Not very important
- Somewhat important
- Very important

26. HOW IMPORTANT IS COLLEGE TO YOU PERSONALLY?

- Not very important
- Somewhat important
- Very important

27. ADDITIONAL QUESTIONS:

1	A	B	C	D	E	F
2	A	B	C	D	E	F
3	A	B	C	D	E	F
4	A	B	C	D	E	F
5	A	B	C	D	E	F
6	A	B	C	D	E	F
7	A	B	C	D	E	F
8	A	B	C	D	E	F
9	A	B	C	D	E	F
10	A	B	C	D	E	F
11	A	B	C	D	E	F
12	A	B	C	D	E	F
13	A	B	C	D	E	F
14	A	B	C	D	E	F
15	A	B	C	D	E	F

CAPP PAGE 3

JUL 31 1992